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The business department of THE JOURNAL is on page 331.

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HIS paper is not made up by printing a number of articles of sufficient length to fill up its space. (1) It devotes three pages to material bearing on the Principles of Education. (2) It devotes three or four pages to an exposition of the Practice of Education. This is the substance of the paper, and it would be about complete if nothing more was added—that is, for the inquiring, thinking, philosophic teacher. It carefully scans the horizon and notes important matters in the educational field, gives leading current events, and reviews of books—for all these are desired by the wide-awake teacher. Altogether THE JOURNAL is remarkably fitted to aid advancement in comprehending and performing the work of education.

A mother visited the school and inquired how her son got along. The teacher said that he was no trouble, that John was a good boy and minded him in every way. The mother said he was a very troublesome boy at home. It is by no means unusual that a boy who is cross, disobedient, or deceitful at home is none of these in school. It is worth inquiring why it is so. The answer is that his parents having but one child or so, do not judge comparatively, or largely, but narrowly. At school the teacher treats the child as a child might expect to be treated. There is another secret, however: To penetrate into a child's heart and know what it needs and how to meet that need. That was the study of Pestalozzi.

So much of the success of the teacher depends on his attention to many small things, that he must learn to consider minutiae. And if he does regard minutiae, and nothing but minutiae, he is completely ruined as a teacher. In a certain normal school the professor of English literature would detain his class after the signal bell was rung to terminate the lesson. It would ring the second time and still he would go on explaining; he gave no heed to the fact that the time allotted to him had expired, and that he was wronging the pupil and the next teacher.

Now success in carrying forward a school depends very much on the exactness with which the program is filled out. The good a man can do, after the bell has struck, to end his recitation is very small. He is then an object lesson to his pupils who are asking themselves, "Will the teacher obey the signal as he expects us to obey it?" But this example only exhibits one place when there should be exactness:

In a school lately visited, no sooner had the bell struck the last of the ten times that indicated school was in session when all the school rose, teachers and all, and the morning song was begun. It was a refreshing spectacle. Contrast with this what is usually seen—raps on the desk, calls to order, naming of the page, waiting for all to be still, etc., etc.—with which opening exercises are usually begrimed.

At a meeting of teachers in Indiana the question of marking the pupils came up. One speaker said: "Did Agassiz teach to get a salary merely? Can we impart the spirit of Agassiz by paying a boy if he recites glibly? We must get a child to study and learn in order to find out." These and other eloquent remarks fairly startled the hearers. One said: "I have marked because it was a custom; I never looked into the matter psychologically, but I believe it must be bad at the end. It helps at the beginning, but by and by it loses its power." It was concluded that marking was good merely to aid the teacher's memory; but that it was bad to show A a figure 10 as his measure, and B a figure 5 as his measure.

Teachers cannot over-appreciate their free Saturdays and the two long months of holiday they enjoy in the summer. It is none too long, we agree, but how many there are,—brainworkers, too—who have to content themselves with a very short vacation, after working six days a week all the year. It is true that there are few kinds of work as wearing as teaching and that few teachers could bear the strain of a longer teaching year. Fortunately, there is no need that they should do so. We trust the time will come when two hours a day for five days a week during nine to ten months a year will be considered enough time for one person to spend in actual class teaching. Then the teacher will be able to fully prepare her work without impairing her strength. Meantime, teachers very generally need to grow up to an adequate notion of what it is to prepare a lesson so that it may be given once for all and become a "known" for future "unknowns" to be linked with. Progress moves along on parallel lines, a little on this and a little on that. Keep your line moving, teachers. Keep on improving your work, and your conditions will improve. Devote a part of the precious summer vacation to the collection of material for "nature lessons." What more healthful recreation can you devise? The average summer school lasts three weeks. You could spare that, enjoying change of air and scene all the time, and still have a long resting space to "forget school" and thoroughly enjoy your novel and your hammock or your gay mountain parties. Ambition will be served and your love for your work increased by the summer school. But, above all things, realize that it is a very great, if a well earned, *privilege* to have all this care-free time.

New Books.

In the field of oratory, the name that outshines that of any other American is that of Daniel Webster. The simple grandeur of his style, and the fervent patriotism breathed forth in most of his efforts, renders them particularly appropriate for school reading. Teachers will therefore be pleased with the volume that has lately appeared, entitled *Select Speeches of Daniel Webster, 1817-1845*, with preface, introduction, and notes, by A. J. George, A.M., instructor in English literature in the Newton, Mass., high school. In this collection are those speeches that were considered best to show the qualities of Webster's oratory, viz., defence of the Keniston's, the Dartmouth college case, first settlement of New England, the Bunker Hill monument, the reply to Hayne, the murder of Captain John White, the constitution not a compact between sovereign states, speech at Saratoga, and the eulogy on Justice Story. The notes give much information concerning the circumstances that called forth the speeches, and describe scenes during their delivery, forcibly impressing one with the greatness of Webster's genius. (D. C. Heath & Co., Boston. \$1.50.)

To the series on The Great Educators has lately been added a volume on *Fröbel and Self-Activity*, by H. Courthope Bowen, M. A., lately university lecturer at Cambridge, on the theory of education. Fröbel was a great educator, but others have set forth his ideas more clearly and concisely than he has done himself, and the author of the present volume is one of these to help clear up what this great educator left dark. Mr. Bowen has been an earnest student of Fröbel's principles for many years, having had them forcibly called to his attention at first by the extra brightness and teachableness of little boys who had been partly trained on Fröbel's plan. Although the plan chosen for expounding the subject in this volume involves some repetition, the author has found that it was the one best suited to students. A brief life of Fröbel is followed by a consideration of the "Education of Man," and then comes a consideration of the "Mutter und Kose-lieder." The appendixes give a list of Fröbel's writings and also a list of books on Fröbel likely to be of use to the student. No student of education ought to be without the volumes of the Great Educators series, and this one especially. (Charles Scribner's Sons, New York. \$1.00.)

In the Pitt Press Mathematical series is issued a text-book for beginners on *Mechanics and Hydrostatics*, by S. L. Louey, M. A., late fellow of Sidney Sussex college, Cambridge. It is strictly of an elementary character, and is intended for the use of students whose knowledge of geometry and algebra is not presumed to extend beyond the first two books of Euclid and the solution of simple quadratic equations. In the appendix will be found the very few propositions in elementary trigonometry that are used in the text. The book will give a good foundation for a more thorough study of the subjects. (Macmillan & Co., New York.)

If there is one city in the world that, above all others, engages the interest of Christians that city is Jerusalem. They will therefore be pleased to learn that Bishop John H. Vincent has written a little volume describing the scenes in and about that city, and

particularly those places that are rendered memorable by the last scenes in the life of Christ. Concerning most of them there is considerable speculation. Bishop Vincent, however, states the facts as they appear in the light of modern research. The title of the book is *In Search of His Grave*. It is finely illustrated and illuminated, and its appearance is very timely just before the Easter season. (Flood & Vincent, Meadville, Pa.)

There have been many volumes published about Columbus within the past year or two, but none handsomer or more interesting than that which bears the title of *Christopher Columbus and His Monument, Columbia*, compiled by J. M. Dickey. It is a volume of 396 pages, and contains a concordance of choice tributes to the great discoverer, his grand discovery, and his greatness of mind and purpose. So voluminous have been the writings in regard to Columbus that it would be a hopeless task even to mention all of them. The compiler has therefore had to content himself with extracts, most of them quite brief, and the result shows what a rich field he has worked. Among the authors from which extracts have been made are John Adams, Agassiz, Audubon, Sir Edwin Arnold, Beecher, John Bright, Mrs. Browning, Bryant, Curtis, Emerson, Gladstone, Benjamin Harrison, Patrick Henry, Holmes, Longfellow, Swinburne, Talmage, Taylor, Webster, and Whittier. There is also interspersed a great amount of information in regard to the discovery that has appeared in recent periodicals. After the interest in the Columbus anniversary has partially died away, and the references to the Genoese in periodicals are rarer, this volume will be prized even more than now. The book contains many rare and beautiful illustrations, embracing statues, scenes, and inscriptions, and the typography is first class. The exterior is equally handsome. It has gilt top, rough edges, beveled covers of a delicate tint with artistic lettering and a picture of Columbus in a reverent attitude. (Rand, McNally & Co., Chicago and New York.)

From Milton Bradley Company, Springfield, Mass., who supply so much useful school-room material, come some handsome series of *Sewing Cards*. Set A of the Bible cards comprises a map of the world, the tabernacle, altar of incense, altar of burnt offerings, table of shew bread, golden candlestick, high priest, woman at the well, shepherd, camel, temple, and Palestine. Set B, tablets of the law, trumpets, horn, harp, flute, cymbals, lamp, book, house, olive tree, cedar of Lebanon, and palm tree. The Columbian set contains the Santa Maria, route of Columbus, first sight of land, landing of Columbus, Columbus in chains, North American Indian, wigwam or tepee, bow, arrows, and tomahawk, cabinet and wampum, Puritan, Liberty bell, and United States flag. Each set is enclosed in an envelope, with directions for using.

The lovers of the game of whist will find much information and amusement in book in the Knickerbocker Nuggets series devoted to this subject, entitled *Whist Nuggets: Being Certain Whistographs*, Historical, Critical, and Humorous, selected and arranged by William G. McGuckin. This gives the history of the game, rules and special points, anecdotes, and what must not be forgotten extracts from the inimitable author of *Bumblepuppy*. (G. P. Putnam's Sons, New York and London.)

A volume by Brother Azarias, of the Brothers of the Christian Schools, bearing the suggestive title of *Phases of Thought and Criticism*, has lately appeared. Part of the matter contained therein has been published in pamphlets, and in the *American*

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Catholic Quarterly Review; part was read before young men pursuing their studies; part before the Concord School of Philosophy, and part before the International Congress of Education held in New Orleans in 1885. The whole has been revised so as to make apparent the unity of design and continuity of thought running through the whole book. In the first seven chapters the author considers the fourfold activity of the soul, thinking, Emerson and Newman as types, the principle of thought, literary and scientific habits of thought, the ideal in thought, and culture of the spiritual sense, and this leads up to the interpretation of three of the world's masterpieces—"The Imitation," by Thomas à Kempis; "The Divina Commedia," by Dante, and "In Memoriam," by Tennyson. Although treating of "things not seen," the parts of the book follow each other so logically and the style is so lucid that one has little difficulty in grasping the meaning. His analysis of the three great works above mentioned is thorough, and by comparing them with each other he throws a flood of light on their spiritual significance. One cannot read this volume without being not only mentally invigorated but spiritually strengthened. (Houghton, Mifflin & Co., Boston and New York.)

In the Fiction, Fact, and Fancy series, which includes some entertaining works by recent writers, has lately appeared *Essays in Miniature* by Agnes Repplier. These are brief, written in a charming style, and cover a great variety of subjects, mostly connected with books and literature. "Our Friends, the Books" will appeal to those who have grown to love their old acquaintances of the library on account of the help and encouragement they have brought them. In "The Trials of a Publisher," the author shows that all the woes of life do not belong to the author's fraternity. "The Oppression of Notes" is a protest against the excessive and often useless annotation of volumes, especially for children. "Three Famous Old Maids" discusses, in a most fascinating way, three celebrated literary women—Miss Austen, Miss Edgeworth, and Miss Mitford. There are others on equally attractive subjects, as, for instance, "Children of Fiction," "Old World Pets," etc. These essays will all be admired for their skilful handling of the topics, their delicacy of touch, and the wide knowledge they display of literary subjects. (Chas. L. Webster & Co., New York. 75 cents.)

One of the best stories in prose of Alfred de Musset, *Pierre et Camille*, edited with English notes by O. B. Super, Ph. D., has been published in Heath's Modern Language series. It will make a very pleasing introduction to this brilliant writer. (D. C. Heath & Co., Boston.)

The title *Familiar Talks on English Literature* of Abby Sage Richardson's volume gives a hint as to its contents. It is not a cyclopedia of literature, and it is written in such a simple style that young people can read it with pleasure and acquire a taste for further explorations in this great realm. That the work has been popular is shown by the fact that it has passed rapidly through seven editions. Not content, however, with the popularity which this success denoted, the author has recently subjected the entire work to a careful re-examination passing under review every sentence of every chapter, and scrutinizing every statement and every opinion in the light of later study and criticism. The result is here presented in the *eighth revised edition*, from entirely new plates, the old plates having been destroyed. That many names have been omitted, or passed over with brief notice, is to be expected in so small a book, but the great influences that have shaped our literature are clearly brought out, and by extracts and descriptions the character of the chief works of the principal writers of poetry, essays, and fiction is shown. The one who peruses this book will certainly take up with more zest the reading of the authors who have glorified our literature. (A. C. McClurg & Co., Chicago. \$1.50.)

A book that possesses great value, that will interest the general reader as well as the educational expert, is that by Dr. W. H. Venable, entitled *Let Him First Be a Man*. The author is not only familiar with the best methods of teaching; not only familiar with the indispensable facts and exercises which constitute the best training; not only master of the classic and modern literatures; he is also a man of vivid intellect, natural force, and large experience; and he possesses the unfailing humor which gives ease and pleasure to mental efforts; and he is primarily a poet. Along with his own fresh, forcible, and inspiring sentences he inweaves the great sayings of the great men of past ages. Incidentally, the author treats of "What a Man Is," his physical system, his mental possibilities, and the modes of realizing them. The treatment, however, is never dogmatic, but suggestive and stimulating. He treats also of great instructors and their ideas and methods: of Confucius, Plato, Aristotle, Quintilian, Goethe, and Arnold. He is familiar with the best, and quotes from their works and experience. Moreover there are specimens of verse scattered through the pages that would do honor to almost any living poet. Those who are engaged in teaching will find the book an invaluable aid and solace. (Lee & Shepard, Boston. \$1.25.)

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—A new edition of *Our Own Birds* has just been issued by J. B. Lippincott Company. The volume contains a natural history of the birds of the United States, revised and edited by Edward J. Cope, corresponding secretary of the Academy of Natural Sciences, Philadelphia.

—Worthington Co., 747 Broadway, New York, announce for publication, as No. 21 in their Rose Library, *The Rag Picker of Paris*, by Felix Pyat, translated by Benjamin R. Tucker. This novel, made out of the successful (1,000 nights) drama of the same name, contrasts the lives of the rich and poor of Paris.

—D. Appleton & Co. announce a charming outdoor book under the title of *The Naturalist in La Plata*, by W. H. Hudson, C. M. Z. S., joint author of *Argentine Ornithology*. His entertaining descriptions are accompanied by many excellent illustrations.

—A new volume of stories by Rudyard Kipling will soon be issued by Macmillan & Co. with the title *Many Intentions*.

—Horatio Bridge's reminiscences of Hawthorne, which appeared last year in *Harper's* will be issued this month in book form, with new portraits.

—It is unlikely that reprints of Walton's *Angler* will cease so long as men go a-fishing. The new one, which comes from Chicago (A. C. McClurg & Co.), is a clearly-printed volume, without illustrations, but of size convenient for a side pocket. It has a rather extended introduction by Edward G. Johnson.

—Among the books Dodd, Mead & Co. have in preparation are these: *Youth*, translated from the French of Charles Wagner; *Thomas Jefferson*, by James Schouler, and *Peter Stuyvesant*, by Bayard Tuckerman, in the Makers of America series; *A Singer from the Sea*, by Mrs. Barr, and *The Year-Book of Science for 1892*, edited by Prof. T. G. Bonney.

—Ginn & Co. have just issued *The Principles of History*, the "Historik" of the late Johann Gustav Droysen, professor of history in the University of Berlin, with a biography of the author, translated by E. Benj. Andrews, LL.D.

—The publishers of Mrs. Helen Mather's *One Summer in Hawaii*, the Cassell Publishing Company, announce a new edition of that clever book.

—D. C. Heath & Co., Boston, have just issued *Schiller's Der Neffe als Onkel*, edited with arguments, notes, and vocabulary by H. S. Beresford-Webb, Wellington college, England.

—Among the latest volumes published by Roberts Brothers are *Marriage*, one of Miss Ferrier's clever, satirical, and amusing novels; *Convent Life of George Sand*, translated by Maria Ellery Mackaye; *In the Bundle of Time*, by Arlo Bates; *Keep your Mouth Shut*, a popular treatise on mouth-breathing; *The Man Without a Country*, by E. E. Hale.

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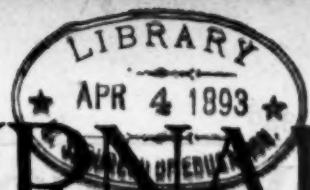
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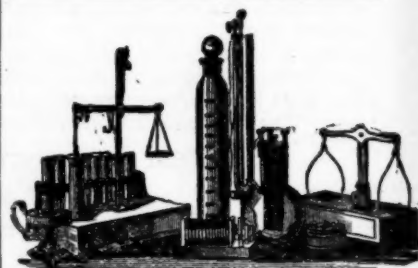
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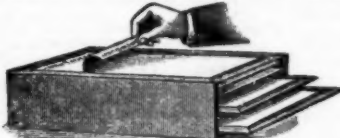
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HIS paper is not made up by printing a number of articles of sufficient length to fill up its space. (1) It devotes three pages to material bearing on the Principles of Education. (2) It devotes three or four pages to an exposition of the Practice of Education. This is the substance of the paper, and it would be about complete if nothing more was added—that is, for the inquiring, thinking, philosophic teacher. It carefully scans the horizon and notes important matters in the educational field, gives leading current events, and reviews of books—for all these are desired by the wide-awake teacher. Altogether THE JOURNAL is remarkably fitted to aid advancement in comprehending and performing the work of education.*

A mother visited the school and inquired how her son got along. The teacher said that he was no trouble, that John was a good boy and minded him in every way. The mother said he was a very troublesome boy at home. It is by no means unusual that a boy who is cross, disobedient, or deceitful at home is none of these in school. It is worth inquiring why it is so. The answer is that his parents having but one child or so, do not judge comparatively, or largely, but narrowly. At school the teacher treats the child as a child might expect to be treated. There is another secret, however: To penetrate into a child's heart and know what it needs and how to meet that need. That was the study of Pestalozzi.

So much of the success of the teacher depends on his attention to many small things, that he must learn to consider minutiae. And if he does regard minutiae, and nothing but minutiae, he is completely ruined as a teacher. In a certain normal school the professor of English literature would detain his class after the signal bell was rung to terminate the lesson. It would ring the second time and still he would go on explaining; he gave no heed to the fact that the time allotted to him had expired, and that he was wronging the pupil and the next teacher.

Now success in carrying forward a school depends very much on the exactness with which the program is filled out. The good a man can do, after the bell has struck, to end his recitation is very small. He is then an object lesson to his pupils who are asking themselves, "Will the teacher obey the signal as he expects us to obey it?" But this example only exhibits one place when there should be exactness.

In a school lately visited, no sooner had the bell struck the last of the ten times that indicated school was in session when all the school rose, teachers and all, and the morning song was begun. It was a refreshing spectacle. Contrast with this what is usually seen—raps on the desk, calls to order, naming of the page, waiting for all to be still, etc., etc.—with which opening exercises are usually begrimed.

At a meeting of teachers in Indiana the question of marking the pupils came up. One speaker said: "Did Agassiz teach to get a salary merely? Can we impart the spirit of Agassiz by paying a boy if he recites glibly? We must get a child to study and learn in order to find out." These and other eloquent remarks fairly startled the hearers. One said: "I have marked because it was a custom; I never looked into the matter psychologically, but I believe it must be bad at the end. It helps at the beginning, but by and by it loses its power." It was concluded that marking was good merely to aid the teacher's memory; but that it was bad to show A a figure 10 as his measure, and B a figure 5 as his measure.

Teachers cannot over-appreciate their free Saturdays and the two long months of holiday they enjoy in the summer. It is none too long, we agree, but how many there are,—brainworkers, too—who have to content themselves with a very short vacation, after working six days a week all the year. It is true that there are few kinds of work as wearing as teaching and that few teachers could bear the strain of a longer teaching year. Fortunately, there is no need that they should do so. We trust the time will come when two hours a day for five days a week during nine to ten months a year will be considered enough time for one person to spend in actual class teaching. Then the teacher will be able to fully prepare her work without impairing her strength. Meantime, teachers very generally need to grow up to an adequate notion of what it is to prepare a lesson so that it may be given once for all and become a "known" for future "unknowns" to be linked with. Progress moves along on parallel lines, a little on this and a little on that. Keep your line moving, teachers. Keep on improving your work, and your conditions will improve. Devote a part of the precious summer vacation to the collection of material for "nature lessons." What more healthful recreation can you devise? The average summer school lasts three weeks. You could spare that, enjoying change of air and scene all the time, and still have a long resting space to "forget school" and thoroughly enjoy your novel and your hammock or your gay mountain parties. Ambition will be served and your love for your work increased by the summer school. But, above all things, realize that it is a very great, if a well earned, *privilege* to have all this care-free time.

Fear as a School Incentive.

By DR. E. E. WHITE, Columbus, O.

The use of fear as an incentive formerly characterized school discipline, especially in elementary schools. Fear was relied upon not only to secure "good order" but also diligence in study and even attention in class exercises. The ever present rod or "ruler" was a constant reminder that the commands of the teacher were to be obeyed. In grammar and higher schools the motive-force was somewhat equally divided between "rewards and punishments"—such artificial rewards as prizes and privileges being used to allure the more ambitious pupils, and the rod or the dunce stool to urge forward the laggards.

Nor has this old-time regime wholly disappeared from the American school. There may be less threatening of bodily chastisement, less display of "the emblems of force," but other "pains and penalties" have been devised. One of these is *non-promotion* and another *suspension from school*. In some of our "highly organized schools" the fear of non-promotion is haunting more children in their sleep than the fear of the rod ever did; and dreams of "not passing" are quite as full of terror as former dreams of "flogging." There are too many teachers who make school life a misery by their increasing ding-dong about low per cents, not passing, demotion, suspension, etc. They play (?) incessantly upon the fears of their pupils, and think that they have made a "point" when they have frightened some sensitive pupil into tears. It is our belief that those teachers (few or many) who are zealously using this non-promotion scare to impel pupils to study are guilty of more cruelty than the old-time "wielders of the birch."

These statements raise the question whether fear is a proper school incentive, and, if so, what are the purposes and limits of its use.

The special function of fear is to *restrain from wrong doing*—not to incite to effort. Under the moral government of God wrong doing is attended with loss or pain, and right doing with gain or happiness. The fear of the consequences of wrong serves as a restraint; the desire for the results of right action as an incentive. Fear is the sentinel to restrain man from the violation of the laws of his being; desire is the impulse, the spur, to the right use and activity of his powers. Fear restrains; desire incites and impels. Fear is negative; desire positive.

It is claimed by some that fear may co-operate with desire in impelling activity, but this view arises usually from a confounding of fear with aversion, which often does support desire. The desire for strength may, for example, be supported by an aversion to weakness; the desire for wealth by an aversion to poverty; the desire for fame by an aversion to obscurity, etc. But fear and aversion are different feelings, and they differ much in their influence. Aversion strengthens the corresponding desire; fear dissipates desire. Aversion quickens and energizes activity; fear depresses and arrests it. Aversion directs attention to the object desired; fear disquiets the mind and diverts attention. Instead of assisting effort, fear prevents one from doing his best. It dissipates energy, distracts attention, and wastes activity. The only exception, perhaps, is what is called "the strength of desperation," and this is simply the concentration of energy on one point with a loss of power in other directions.

It follows that it is a serious mistake to employ fear as an incentive to application or other school duty. The threatening of punishment, for example, in case of failure never made a good writer or an accurate speller. Fear puts neither skill in the fingers nor acuteness in the mind. Its true office is to serve as check, not as a spur—to suppress activity, not to energize it; and even its use as a restraint to wrong doing requires judgment and care. If there be any "last resort" in school discipline, it is the frightening of pupils to prevent wrong action. What is needed to secure the best efforts of pupils is the inspiring ideal, the awakened desire, the aroused interest.

Meet the Laymen.

By AN EX-TEACHER.

Laymen say there is no profession of teaching. From what do they judge? They say that all professional workers require special training, while any one can teach, with or without training. Tell them, teachers, this is not true. Just as a good debater must learn the law before he can turn his talents to account at the bar, so a good expounder must learn educational psychology and know something of physiology before she can turn her gifts and scholarly attainments to good use in the class-room. Any one can hear lessons, but only a genius or a trained teacher can teach.

They see the lawyer in his office surrounded by briefs and books of reference, the doctor by medicaments and the scientific works he is supposed to know like a primer. All this is full of mystery to them and they are willing to grant to the students of that mystery the title of professionals. The paraphernalia of school-keeping is outwardly familiar to them, and familiarity breeds contempt. Convince them, teachers, that there is a mystery behind this familiar apparatus and routine that is greater than the mystery inhabiting the lawyer's book-shelves and the doctor's medicine chest—the mystery of psychic law. Convince them that there are scientific books that the teacher must read and ponder o'er and o'er. Give them some of these books to read and show that your study of them has implied as great a mental tax and ability as "reading law." Ask them why the finest minds of time have been proud to call themselves teachers. If they oppose you with aspersions upon, the average school" prove to them that there is such a thing as educational progress, that lesson-hearing schools are no longer to be ranked as average schools, that the work of the teacher of this decade is a great adaptive art, its aim to meet the growth needs of the pupils out of a given supply of material, and in spite of whatever discouragements and obstacles public parsimony or cast-iron systems may impose.

They see doctors meeting in associations for exchange of thought and the furtherance of scientific discovery. They see their speeches printed in the lay press, which has not yet learned to take an equal interest in pedagogical subjects. Prove to them that papers of scientific importance are read at teachers' gatherings; also before the N. E. A., the state associations, the institutes, and other gatherings of teachers. Tell them of the summer schools at which teachers study educational principles and methods and gather fresh material for their work.

Lay people do not know these things, because the papers do not inform them and the papers do not inform them because there is no demand for this sort of news. The initial interest must be created by teachers themselves. Stir up discussion on this point and be armed for the defence of your order.

It would be an easy matter to show that whatever man knows and does and is, he owes in a large measure to the hand, that whatever material of thought lifts him above mere animality is furnished by the hand; without which, indeed, he must sink into insignificance; that without the hand he could neither hold fast the past and transform stupid heredity into intelligent history, nor project himself into a future and transform sight into foresight, blind instinct into intelligent purpose. Nay, more; it would be easy to show that without the hand, man must forever linger in hopeless isolation or tremble in hostile fear of even his fellows; that the hand alone enables him to make real the inner yearnings of love by which he is led to join creatures of his kind in the active pursuit of social interest, and become a conscious, self-directing and self-intensifying pulsation in the development of humanity.

—W. N. HAILMANN.

"Myths have something too high and, in a sense, sacred about them to be used merely as recreation."

Physical Education.

By CLEMENT FEZANDIE.

Education, considered in its broadest sense, may be divided into three great classes, namely, physical education, mental education, and moral education. Of the three, the first mentioned is perhaps the most important because the most fundamental. Without physical strength, mental or moral strength would be next to impossible.

Now, physical education consists of two parts, first the retaining of health in the different members of our bodies by active and regular exercise, and by guarding them against all danger from accidents; and second the training of our physical powers with a view to their improvement. Of course these two divisions overlap each other to a considerable extent, but it is well to make a distinction, since the first includes merely the hygiene of the body, and the second the special training of the hands, the eyes, and the other senses.

It is a common fallacy to regard gymnastics and athletic sports as being an undeniable part of physical education, when in reality the chances are that these violent exercises will do the organism more harm than good, and hence hinder rather than aid normal development. True physical education does not consist of violent gymnastic exercises, but of the continued use of the powers to obtain a complete development of all the organs and muscles, not of one particular organ at the expense of the others, but of the body as a whole.

The question of prime importance in physical education is unquestionably the food, which should be of the kind, and administered in the quantities, best suited for the individual. So far the road seems plain, but just here we strike a snag, namely, how shall parents decide what kind and quantity of food is best for children? There is but one rational way out of this difficulty, it is to allow the children to select the food for themselves. Instinct seems to know her business pretty thoroughly, and we never see a young fox cropping grass or a young colt feeding on chickens. Each instinctively knows what food is best for him, and our children if allowed equal freedom would use it as wisely.

That the food must be well prepared goes without saying. One great defect of our American homes is the poorly prepared dishes, and it would be a great step in the right direction if all married women thoroughly understood the art of cooking.

Next to food comes clothing. Not only do we clothe our children insufficiently, leaving their legs, and often their arms as well, unprotected, when the laws of health would require that these portions of the body should be kept warm and comfortable, but what little clothing we do give them is put on in such a way as to cramp their movements and impede the free use of their muscles. Not satisfied with this we further hamper their movements by requiring that the clothing shall be kept clean, thus restraining our boys and girls from the active exercise which is imperatively necessary for the healthy growth of bone and muscle. Here and there we find educated parents who are wise enough to provide their children with clothing which they can tear and dirty to their heart's content, but the number is small, the large majority doing all in their power to restrict all romping exercises, especially among the girls, and to this fact must in large measure be traced the source of the better health of our boys.

It is safe to say that if these three points of food, clothing, and exercise were properly attended to in childhood and youth, the large majority of human diseases would disappear from the face of the earth, and with the increased physical health thus obtained, a corresponding advance would occur in mental and moral health, for the three are closely interconnected, and when the base is raised the superstructure must inevitably rise also.

Leaving now the question of physical development, and turning to that of physical training, let us inquire into the best methods of training the various faculties of the body. Evidently we learn to do by doing, and

improvement is gained by the application of some stimulus which prompts us to greater and greater efforts. Bearing these principles in mind, the road to follow is easily found. Train the eye by frequent use; by the comparison of different objects, with subsequent verification; and add a stimulus to the lesson by competition between the various members of the class. The cultivation of the other faculties will of course be but a mere repetition of the same process.

The ear, the nose, the palate, and the touch may all be trained by identically the same means, and the lessons will always be new and interesting if properly graded. As a rule, the spontaneous choice of the child will help him to educate his own faculties, but he cannot grade his lessons or make them as complete as a teacher who has previously familiarized herself with the subject, and who understands the workings of the child-mind.

To-day some attempts have been made to introduce what is called manual training into the schools, including under this head, cooking, sewing, modeling, carving, etc., but these studies while excellent in their way, and a great step in the right direction are too special to conduce to real physical training. They are much better than nothing, and as an opening wedge to more thorough physical education they should be heartily seconded by every teacher. But we must bear continually in mind that they are but a first step, and will have to be replaced by something better at the earliest possible moment. They are the lowest rungs of the ladder, so to speak, and while we need them to aid us in climbing higher, we must not hesitate to leave them behind us as soon as they have served their purpose. Of course they will always retain their value as special studies; sewing and cooking will always be useful to those who expect to have household duties to look after, and there is a certain amount of manual and mental training derived in their acquisition, but the amount of training thus obtained is not at all what should be looked for in a real system of physical education.

From what precedes, we see that by far the most important branches of physical education devolve upon the parents. Yet the teacher should never forget that the young folks that come to her classes will some day be parents themselves, and that consequently, even if she cannot act directly on the present generation, she can at least give them true ideas on physical education that will lead them to pay more attention to the training of their own children, and her words will also have a more or less permanent value in modifying their own course of action. Hence it is a great mistake to believe that the question of physical education is one that does not concern the school-teacher. She can do as much, and probably more, good in this line than she can in any of the other great branches of education.

The purely synthetic method of teaching language is the phonic, which began to be seriously advocated near the beginning of the present century. Most of the early phonicists sought to develop a sort of "mouth-consciousness" by more or less elaborated drills in vocal positions, some of them almost at the outset, classifying sounds according to the vocal organs which produced them, or the place against which they were projected in the mouth, or, the impressions made on the ear,—blowing, cracking, hissing, etc. When asked, *e.g.*, how the sound of *th* in *this* arose, the children described the position of lips, teeth, and tongue, and were then told that the name of the sound was the lingual-dental-hisser, as *th* in *that* was the lingual-dental-hummer, etc. The extreme systematizers had several schemes of grading, and a few have insisted that all sounds must be learned before any were combined. Even the petty variation of an inverted alphabet was trumpeted as a new method, the phonic method however, as more sanely and commonly applied, especially with the analytic stage of dissecting out sounds from a wisely devised set of normal words, constitutes an invaluable addition to the repertory of pedagogic devices.

—G. STANLEY HALL.

PRIMARY METHODS

Our Story Pictures.

These pictures appeared in THE TEACHERS' INSTITUTE for February. The following is one of the stories based upon them that have been received:

Kittie is afraid of the turkey. She is afraid of the rain, too. She likes to have the fence between her and the turkey. She likes to have the umbrella between her and the rain. She took her two dogs out walking with her to keep the turkey off, but they cannot keep the rain off.

FANNIE LITTLE, age 10.

We select this example for publication because it associates both pictures in one story.

Language.

By JENNIE M. SKINNER, Principal of Alden Street School, Springfield, Mass.

Beside a large field grew three trees, side by side. The first was a very tall poplar-tree, the second a branching pine-tree, and the last a small spruce-tree. In the field grew many hundred little plants.

The trees had many long talks together, and often wondered why they were put in that place, instead of being allowed to stand by the roadside and see something of what was passing in the world.

"How tiresome it is for me," sighed the pine, "to wear the same dress made of green needles, all the year, while those plants growing in the field have changed their clothes three times this season!"

"Of what use are we," said the poplar-tree; "we simply stand here with our green coats on, year after year. I wish I had flowers as large for me, as the straw-colored ones are for the little plants."

"How I would like one of those nice yellow parasols that the little plants used to carry a few months ago," called out the spruce-tree. "It would be pleasant to carry flowers that looked like parasols, on such hot days as these. Our friends seem to have become tired of their blossoms, for they have changed them for pink-colored hats, which are not nearly as pretty."

The three trees envied the little plants that were always so busy and happy, and watched to see what they would do next. They wondered why their leaves did not change color, too. But the little plants did not stop to look at themselves, or at the trees, but kept at their work day and night.

One bright day, the trees were much surprised to see the plants all carrying green pockets, with pretty fringes around them. The trees cried: "Hurrah for you, little plants! I wonder what you carry in your pockets!"

Soon the green pockets turned brown, and popped open, and each showed a little ball of snow-white cotton. Their work in the field was done, so they found time to answer some of the trees' questions.

"Why have you been so busy all the year?" said the tall poplar-tree. "We have had our work to do," replied the little plant nearest to the great tree's trunk, "and even if we are small, we expect to be of much use in the world."

"Of what use can you possibly be? Here are my two friends, the pine and spruce, who agree that we can do nothing with me but stand here in this lonely place until we die," sighed the tree.

"Keep a good heart, my friend, for they say that is the life of a tree. You had much better be helping others, than complaining of your hard lot."

Just then some men and women carrying baskets, came into the field. "What a fine field of cotton!" they exclaimed.

The people filled their baskets with the soft cotton, and before the last ball was taken, it found time to say farewell to its three friends, the trees. "Keep up good courage, for I am sure I shall meet you again some day. Take my motto, 'Help,' for your own." He was then put into a basket with his brothers and sisters, and hurried away to the mill.

The trees felt desolate enough now. They had no cheery little plants to encourage them; but they did not forget their motto, and soon found an opportunity to use it.

A party of children drew near. "Here is a fine place to eat our dinner," said one of the boys. "Yes," replied a little girl, "these trees will give us such a nice shade, and we can fasten our swings to the branches." The trees spread out their sheltering arms as far as they could and stood firm, while the children played in their shade. "What noble trees to stand so stately and so grand," said the children. "That is a pine," said the oldest child; I have read that it is a very useful tree. From it may be made timber, oil of turpentine, rosin, tar, pitch, creosote, and paraffine."

While the children are having their picnic under the trees, let us follow the cotton plants, and see what became of them. They were put into many machines, that whirled around them so fast that their heads swam; and at last came out pretty cotton cloth that was made into dresses and aprons for little girls. After the clothes were quite worn out, they were again taken to a mill, by a ragman, and here the cotton met with a pleasant surprise.

When the dresses were nearly worn out, a man went to the field and chopped down the three trees, and after sawing them into little pieces, took them to a mill. How glad the trees were to think that they could be of some use in the world. In a great boiler in the mill, the bits of wood were torn and boiled into pulp. In another boiler the bits of cloth were torn and ground to pulp. At last they met in a great box,—wood and rags, as white as snow. The cotton pulp and wood pulp were dancing and whirling in the water, and seemed to be repeating their old motto, "Help." They had found each other, and were being made into something both useful and pretty,—*paper*.

A boy came into the mill, and said as he listened to the water, the wheels, the bands, the saws, and the knives: "They are all singing: 'Help, help.' A man gave him a piece of the pretty white paper to take home, and this is what he copied on it:—

"Help, help, help! Help with a will,
Help in field and help in mill:
Whether you are child or man,
Tree or plant, you must and can
Help, help, help!"

Can you think of any other trees that must have "Help" for their motto?

"The oak trees at Laurel park, for they help to shelter the birds, and let the squirrels build homes in their branches."

"The elm tree in my garden helps the flowers, by spreading a roof over them."

"The bamboo is of great use to the people of China. They make it into writing paper, cordage, mats, screens, chairs, tables, hats, rafts, besides many ornamental objects. It is said that a whole hut can be built and thatched with this plant."

"The peruvian bark, camphor tree, and many others yield medicines, and so help the sick."

"The India-rubber tree furnishes us with boots, over-shoes, covers, elastic fabrics, water-proof cloth, erasers, hose-pipes, bottles, balls, and dolls."

"From the maple, we get maple sugar, sap, and a coloring matter."

All trees furnish timber; some, nuts or fruit that are esteemed as articles of food; others, wood that is used for cabinet work, and is adapted to a great variety of useful and ornamental purposes. Some trees are noted for the diversity of their products, as the palm. From it is made wine, oil, sago, sugar; also thread, utensils, weapons, food, and habitations. Even the leaves serve for thatching, matting, baskets, and hats. Mats, canes, cordage, and chair-seats are also made from a species of palm.

"Is it the palm, the cocoa-palm,
On the Indian sea by the isles of balm?
Or is it a ship in the breezeless calm?"

* * * * *
Branches of palm are its spars and rails,
Fibers of palm are its woven sails,
And the rope is of palm that idly trails!

What does the good ship bear so well?
The cocoanut with its stony shell,
And the milky sap of its inner cell."

All trees are very useful, and many are ornamental. Their majestic appearance, standing singly or in groups, add beauty and

attractiveness to any landscape. By their slow growth, they teach us that the little things we do every day are of some account; and if we keep right on doing them, the great things will come by and by. We see, whoever builds cannot build for himself alone. All his neighbors have the benefit of his work, and all enjoy it together.

(This lesson was given to second and third grade classes, and was found equally interesting and profitable to both. Only a few of the many uses of trees, spoken of by the children are mentioned in this article. Coal, amber, bark, roots, and petrified wood were referred to, and specimens of each were brought for more extensive study at our next lesson. A great deal of manual skill, and use of tools, may be encouraged in preparing a variety of sections of as many kinds of wood as possible, thus collecting a museum of useful and ornamental woods of many sorts, as illustrative of geographical location, of manufacturing value, and of beauty of texture.

It was an easy step for the children to see the application of the lesson, and with eagerness repeated their new verse: "Whether you are *child* or man, tree or plant, you must and can, help, help, help."

Many beautiful poems of trees and plants can be found for little children in the best literature. If we can involve the sympathy and love of children in the study of nature, we are educating the aesthetic sense, and the faculties of the soul.)

The Thought Method of Teaching Reading. VII.

The preparation of the reading lesson is very much the same in all the classes during the first five years. Small groups of ten pupils to a class are continued for three years, then increased to fifteen during the fourth and fifth years. Children think better and quicker and manifest more enthusiasm if they stand, apart from the rest of the school, during the recitation. This occasions no weariness since the time does not exceed fifteen minutes, twenty during the fourth and fifth years.

The aim is to hold the interest of the pupils at the highest pitch in the preparation of the lesson as well as in the recitation, because under these conditions it is possible to secure a far more intelligent study of the lesson in a few minutes than by an indefinite period of "reading over the lesson" at the seats. Independent study of the lesson at the seats is never profitable in any grade, for the reason that the pupils do not know how to work advantageously without the teacher's help. It is better to withhold all knowledge of what is to be read until the class is called out for recitation. When a selection has been read in the class it can never excite the same interest again and should rarely be used a second time, especially if there is new matter to be obtained.

While the classes do not exceed ten pupils, eleven books of a kind (one for the teacher) are sufficient for a whole school, although it is better to have one full set for the pupils to own and keep. The supplementary books are kept by the teacher, except during the recitation, until they have been read through in order that they may not be looked over in advance, thereby losing much of their interest. The cost of supplying ten or twelve sets of different books for a term of five or six years (the time they will last) averages but a few cents per scholar each year. This cost is reduced when there are several schools in the same building to use the books. In case of great difficulty in obtaining supplementary readers the cost may be still more reduced by making one book serve for two pupils, for if the eye can rest securely on the page it will quickly do its work.

Before any selection is read and before the books are distributed, the teacher looks through the entire lesson and writes on the blackboard all the new words and such others as she thinks will be likely to cause any hesitation. She covers each with a book as soon as it is written and requires it to be spelled from memory. If no one can spell it she removes the book for another glance at the same and then covers it again. If it be a long and difficult word she allows it spelled while the pupil is looking at it. After the spelling it is put into an original sentence, thus showing that its meaning is understood. This is excellent training for the eye and one of the best methods of teaching spelling.

During the first two years the children can read at sight more words than they will be able to spell from memory, but during the third year their training leads to a more even attainment in this respect.

When the words have been developed from the blackboard the teacher writes the number of the page on which the lesson is to be found, and then distributes the books. The pupils, without further direction, immediately find the page and apply themselves to the task before them with the closest attention. Such concentration of mind cannot easily be effected in any other way. It leads to sure and immediate results. Sufficient time is allowed

for each to read in silence the first paragraph and take in its full meaning. The hands are then raised as an indication that they are ready and eager to read it orally. This they do, naturally, and without hesitation, but should some one hesitate he is not allowed to try further until he has looked it through again.

Then each succeeding paragraph is read in order, although the pupils are never called upon in turn, but each should limit his attention to his own paragraph. There is no formality in announcing the lesson, such as "Page one hundred and twenty-five, lesson twenty-six, subject, 'Mary and her Kitten,' paragraph one," but some one is asked to give the page in a very informal manner, after which the silent reading begins. As soon as the lesson has been read through, the books are closed and the story is reproduced orally from memory. Practice leads to an easy flow of language and fullness of detail. For variety the pupils may be sent to the blackboard, one at a time, to select one of the words which remain there, erase it, spell it, put it into an original sentence, and take his seat. This serves to increase the interest and pleasure in the exercise. The time required for all this, from beginning to end, not exceeding fifteen minutes, requires great activity on the part of the teacher and admits of no waste of time. But this activity has an important bearing upon the pupils, leading them to think quickly and with accuracy. It applies the same to arithmetic and other branches.

During the first year and a half the paragraphs should be short, such as may be apprehended at a glance and read while looking off from the book. Beyond this the paragraphs may be longer, the pupil looking off only occasionally at a period. The short sentences usually found in the first half of the ordinary First Readers are suitably graded for the first year and a half, while the second half of the same readers is best adapted to the last half of the second year. The ordinary Second Readers are graded to meet the requirements of the third year. It is a great mistake to rush children ahead into difficult reading. Extensive practice in books of very easy grade (First and Second Readers) will, in three years' time, prepare children to read at sight many of the selections found in Fifth Readers, although this is not to be recommended.

The proper grading for the fourth and fifth years may be found in the ordinary Third Readers, the first half of each for fourth year and the last half for the fifth year. Beyond this the English classics, with one reading book simply for general exercises, are the only books that should be placed in the hands of the pupils. The thought method of teaching reading leads up to this in such a way that there is no difficulty in reading them intelligently, and at sight, the same good judgment in selecting the grade of reading being necessary as in the lower grades.

It is generally supposed that a reading book of very limited vocabulary is correspondingly easier to read, but a first book in reading with only sixty words may be made much more difficult to read than one with five hundred words, provided the arrangement is such as to aid the mind in appropriating the thought at a glance of the eye. The expansion of sentences must be very gradual until the vocabulary has been considerably enlarged. Facility in reading is acquired only by covering a large amount of easy matter, as before stated. There are more than one thousand words that are intelligible to the average child at five years of age, and these should be put into easy sentences until they become familiar in print. After a drill of five months in blackboard exercises, it is not necessary that new words should be introduced into the reading lessons in homœopathic doses. Therefore, whenever a new lesson appears difficult on account of the number of new words in it (provided the arrangement and the thought are natural), simply continue the blackboard exercises, enlarging the children's vocabulary sufficient for the new conquest, using the same tactics which led up to the first introduction of the printed page.

While a pupil is reading he should not be interrupted, and under no consideration should the class be allowed to make corrections for mispronounced words, for this will lead to word-reading instead of thought-reading. The teacher will correct all such errors and in a manner which does not make the matter of too great consequence. The proper rendering of thought is the main issue, and when this is accomplished, all other mistakes will soon correct themselves. Good articulation, clearness of enunciation, such as sounding *ing*, and other consonant sounds are the natural results of the thought method of teaching expression. Distinctness of utterance is observed in every school, and in marked degree.

The habits acquired during the first five years' training renders the subsequent work of teaching reading comparatively easy, although an unskilled hand may soon undo much of what has been gained. There is no longer need of small classes nor of stanzing during the recitation. Two classes, however, are better than one and require no more time. The preparation of the lessons is still made in the presence of the teacher and during the time of recitation. Silent reading of the paragraphs, one at a time, explanation of passages and the meaning of obscure words always precede the oral rendering of the thought. In addition to thought rendering it is important to interest the pupils in the matter, style, and the author. The author is sometimes made

more familiar by reading to the class short extracts from interesting passages of other works by same author. The same animation should be given to the exercises that were observed in the lower grades.

Homonyms.

In the course of study "adopted as the imperative rule and order of studies to be observed in all the public schools of the city of —," this is the letter of the law in regard to homonyms: "Whenever a word that has a homonym occurs in the reading lesson the orthography and meaning of both words should be given by the teacher, and the words should subsequently form a part of the regular dictation work, or be used by the pupils in forming sentences."

In that city there is one prominent school—quite possibly there are others like it—which has become irreclaimably addicted to this use of homonyms. Particularly in one department of ten classes the appetite for them is insatiable. Four days in every school week—the fifth is "paragraph day"—the only dictation given consists of a list of detached words and one sentence, which sentence must contain two or more homonymous words.

I quote exactly some of these sentences:

"Did that foolish boy *pare* the *pear* with a *pair* of scissors?"

"Who would have *guessed* that our *guest* was a prince?"

"The first *clause* of the sentence ends with 'the cats *claws*.'"

Here the children of low primary classes are introduced perforce to the idea of clause to prevent their confusion of the known word "claws" with the unknown "clause."

"The young heir went for a walk in the *air*." "Ere you succeed you must e'er do your work well." So, *ad infinitum*.

Examples of wild composition to teach the non-confusion of certain terms by a method the first step of which is their strong fusion.

The mental association of homonyms is not spontaneous except to the punster and the student of the above system. They are most certainly not met together in elegant composition.

Wherefore then sever a word picture from its own object in the effort to drag it to the side of another picture of another and altogether different object? For the sole reason that these pictures possess one like feature and warning must be given against the attachment of wrong picture and object! A surer method for its promotion than prevention!

Weld inseparably in the beginning the right picture to its own object only, that the given object or picture may call up always but one associate rather than an associated pair or group for choice that must involve possibility of mischoice.

A test in one of these classes produced a number of such marvelous sentences as: "'Weight' a moment" and "This man is 'air' to a great sum of money." Legitimate results!

L. MAY PINK.

[We like this vigorous attack upon homonyms. The practice referred to is altogether bad.—Ed.]

Phonetics and Oral Spelling.

We teach phonetics before spelling in our school. It is hard work, because the children are foreigners, but all the more necessary for the reason that makes it hard. Our four first-term teachers work together. They introduce oral spelling late in the term, making it the last step in the study of a word. They teach a hundred words in this way. Hearing, toward the end of last term that their classes were to be examined in dictation, they gave the children a test that morning, dictating single words. Encouraged by the result, they tried a sentence. This was all the teaching in dictation the children had had when the term test was applied next day by the principal. The sentence dictated was, "I have a black cart." The children had written the word black but once. They were reminded to end the sentence with a period, but most of them would have done this without reminder. Nothing was said about the capital I. The classes had severally the following per cents.: 76, 79, 79, and 83. The writing was very nearly as good as though they had copied the words.

The second term teachers also work together, teaching 320 words. At the end of last term one of these teachers wrote on the blackboard the words, *children*, *hard*, *questions*, and asked her pupils to write sentences containing these words. It was an experiment. They had never done anything in written composition before. Among others the following were produced: I gave the children hard questions. Children, are they hard questions? Oh, children, what hard questions. What hard questions children ask. My children ask me hard questions.

Every child, not a new scholar, wrote a sentence. They kept within their spelling vocabulary. There was but one misspelled word. Capitals, periods, and question marks were cor-

rectly placed, but not commas and wonder marks. Many of the sentences were duplicates of the above, but original with their writers. The writing was as good as though the sentences had been dictated.

The teacher gave another test, telling the children they could use words they had not learned and she would show them how to spell them. A number of words were asked, for and the teacher wrote them on the blackboard. This time, the sentences displayed greater variety. There were three misspelled words.

The time allotted to this work on our programs prevents our slighting anything else for it. We do not consider our results brilliant, but feel that they are solid. No pupil spells a word orally as he would sing a song. He sees the word mentally and describes it. We should like more time for the preliminary work in phonetics. It would be a good thing to take oral spelling completely out of first term work.

ELEMENTARY TEACHER.

Blackboard Illustrative Sketching. VIII.

By W. BERTHA HINTZ, New York Normal Art School.

LESSON ON THE CONE AND OBJECTS SHAPED LIKE THE CONE.

The Study of the Cone should be made first from the wooden model; and for free illustrative drawing it will not be necessary to have more explicit directions than the following: Look at the model and determine its proportionate height and width, and mark these on these in the drawing. Notice that the apex of the cone is in a line with the center of the base. If axial, or construction, lines were drawn, this line or axis of the cone would be at right angles to the long diameter or major axis of the ellipse at the base. (In most positions the circular base of the cone is seen foreshortened, or as an ellipse.) Determine the position of the apex of the cone, and indicate it on the board; notice again the width of the base and the slant of the contour of the cone, and sketch lines to represent this slant. Study the curve of the visible edge of the base, against a pencil held in a horizontal position from left to right, and draw the curve with freedom, varying or changing it in its course, or developing it. As there are no angles perceptible in the circumference of the circle, none must be allowed in drawing the ellipse; the left and right outlines require careful attention, as the tendency when drawing these is to make too abrupt angles with the sides of the cone. The lines for the sides of the cone if continued should be tangential to the arcs or curves of the base.

Practice Exercises.—Draw circles with an even, consecutive, regular motion; and, flattening the curves on opposite sides, draw ellipses from these circles in various positions.

Observations of the Principle of the Foreshortening of the Circle.

Cut a 4" circle from oak tag or other moderately stiff paper; within this cut another circle $\frac{1}{4}$ " from the circumference of the first, leaving about $\frac{1}{4}$ " uncut. This $\frac{1}{4}$ " keeps the two circles together. The inner circle may be studied by comparing it with the outer circular ring. This ring may be held in a vertical position facing the observer, and the inner circular disk turned away from it in a plane at angles to the same. In this position the inner circle will appear foreshortened, and the amount of foreshortening can be easily determined.

The foreshortened circle is shown in the drawing of cylinders and cones.

Observation of Apparent Decrease in Size for Distance Removed from the Observer.

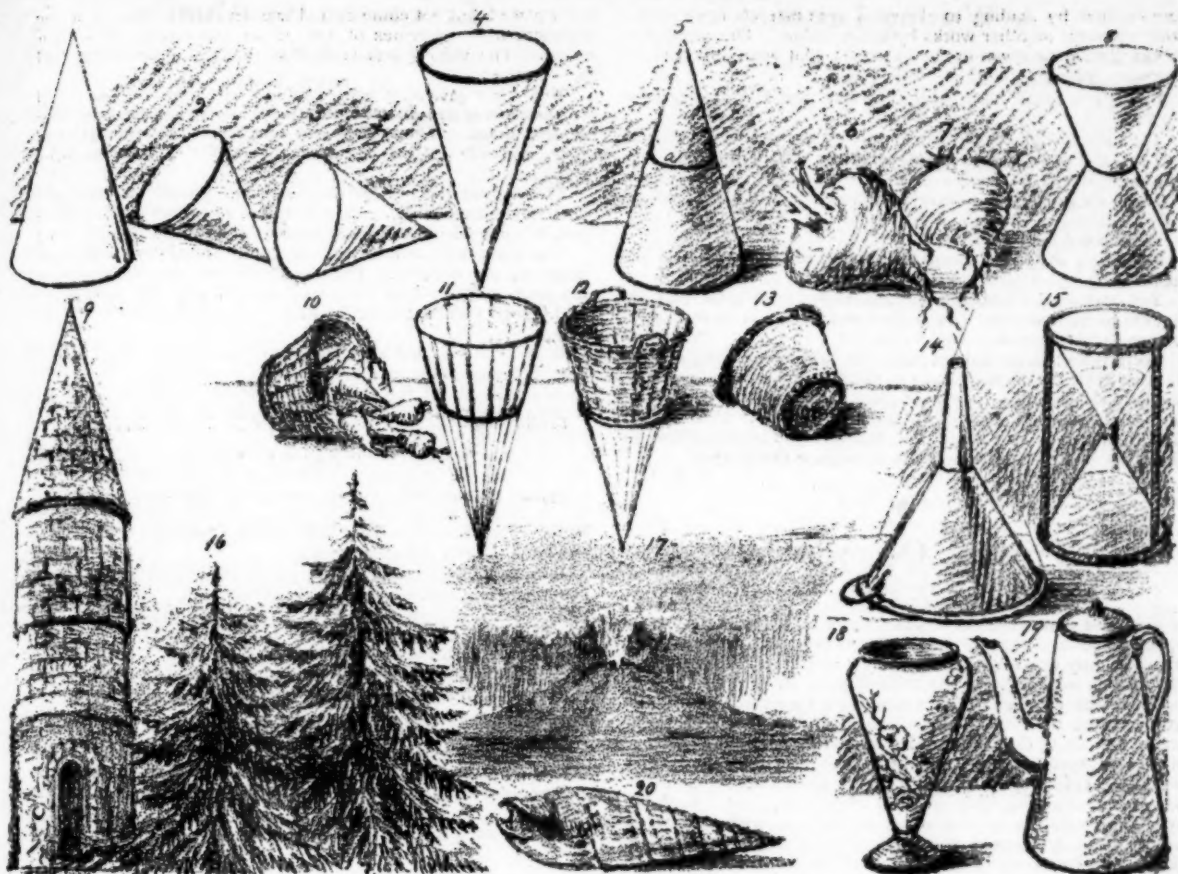
Cut a number of 4" circular rings from oak tag. The width of the ring about $\frac{1}{4}$ ".

Insert these rings in a strip of wood of about 1" thickness, (cuts for this purpose having been made in the wooden strip at regular intervals of 2" to keep the rings in an upright position.) By taking a full front view of the circle from one end, it will be found that all the other circles can be seen, and these will appear to be smaller than the near one.

There are many other conditions that modify the appearance of the circle, but the two given can be generally applied in drawing cylinders and cones, and will in most instances be found sufficient.

The Study of the Cone in Examples 1, 2, 3, and 4 may serve as a basis for all the following examples. In Fig. 5 a horizontal cross-cut of the cone represented at (a) the part below this cross section, is the frustum of the cone which is applied in the drawing of such forms as baskets, pails, teapots, funnels, double cones, vases, etc. Fig. 11 shows a frustum of a cone, and Figs. 12 and 13, the same changed into baskets.

In practicing this exercise, the details of the handle and web or the construction, should be studied from the object. Draw a light free outline, expressive of the general shape of the basket and mark off the necessary divisions on the rim, if the basket is



woven as in the example. These divisions will appear narrower as they recede from the foremost one. To obtain the same proportionate amount of decrease on the lower outline, the lines marking these divisions, or ribs, must be extended to the apex of the constructed cone.

The horizontal or cross weaving, if there be any, should be but brokenly indicated; but however slightly this is done, the direction of the curved or straight short lines used to express it must harmonize with the upper and lower outlines of the basket.

(Fig. 14.) *The Funnel*.—This object is based upon a cone. The first sketch should be a simple blocking out of a triangular form, as seen in the illustration. Determine the proportion of the parts, the length of the smaller end, and that of the wide end, or frustum of the cone, and indicate the place for the dividing line, which is the near half of an ellipse, the foreshortened view of the circular cross section. Draw the lines to represent the smaller or tubular part and finish by a little ellipse for the circular opening. Draw the elliptical outline for the base of the cone or mouth of the funnel by two lines giving the thickness of the rim. The little ring by which it may be hung may be drawn in different positions, and should be studied from the object.

(Fig. 15.) *The Hour-glass*.—This object is based upon two cones. The frame has three vertical bars, and two circular rims, in which the glass cones are fixed. With the object in view no difficulty in drawing it will be experienced.

(Fig. 16.) *The Spruces*.—These are drawn with the vertical ascending axis sketched first, the side branches articulating from it next, and then following, the foliage. This being bundles of needle-like leaves, can best be represented by irregular short straight lines. To understand this thoroughly a branch of the tree should be studied; first draw full size, and then reduced size. In this way the feeling for the character in the drawing may be understood. It might be good practice to copy the illustrations a few times for practical executive ability. An out-of-door study will help the student to understand the characteristic growth of the tree.

(Fig. 17.) *The Volcano*.—The drawing of the volcano, although it may be classed in a general way with that of a cone, requires more knowledge than that of the simple type form. The volcano with its crater, its gradually sloping sides and base appearing as a straight line, although below the level of the eye because seen from a great distance, depends much upon the background and foreground for its effect. The light and shade of the illustration will afford some suggestions: The clouds of smoke are treated lightly and brilliantly toward the source of light, the crater.

Away from this they should be massive and dark. The rain of ashes falling on the sides of the mountain affords the opportunity for a dark background. The lake below reflects the light on the mountain and the generally dark mountain. The effect of the whole may be very much increased by exaggerating the lights and darks in the picture. Students will not find it a difficult study, and may copy the illustration, or any good photograph of a volcano.

(Fig. 18.) *The Vase*.—The cone forms the basis of many vase forms. The general method of drawing the cone is applied in this illustration. The base is also a cone. Make the blackboard sketch from a vase of similar form, and add the detail from the object. Do not try to make a too highly finished drawing, only a sketchy illustration.

(Fig. 19.) *The Teapot*.—Study a Simple Object: Draw the two slanting sides, the elliptical view of the cover, and the near or visible part of the outline of the base. So far the drawing coincides with that of a cone. The drawing of the handle should be from the object. The points of attachment of the handle to the teapot should be represented a short distance upon the surface of the latter, to give the appearance of strength. The spouts vary so much in their sizes, proportions, and positions in different styles of teapots, that the only way to draw this is to observe the object.

(Fig. 20.) *The Shell*.—This illustration shows the simplest position in which the shell may be drawn to represent its principal characteristics—the body (in this specimen not well defined); the long, well developed spire, with its well marked sutures and whorls, and definitely pointed apex; the mouth, lips, and short beak.

Draw the upper and lower outlines of the spire, and the irregular lines marking the sutures. Round out the body part and open the curves for the outlines of the mouth and beak. All the details must be first observed in the specimen and carefully chosen for representation, as it would be a very easy matter to weaken the character of the drawing, by overcrowding the surface with markings of color and layers of growth.

The students must practice the drawing of other conical objects; and if but a few other forms for study are available they can be studied from varied points of view furnishing new subject for thought.

Study of nature cultivates love of truth.

—CHAS. B. GILBERT.

A Writing Lesson.

Subject.—The word girl.

This is the way a little girl grows up:

First she is a little baby, with a big head and a long, long dress.

(*g.*) Then she is a kindergarten girl only up to the window-sill. (*i.*) Then she grows big enough to go to school and her head comes up above the window-sill. (*r.*)

Then she grows and grows and grows until she is a tall, tall lady. (*l.*)

What word have I written?

How does she look during the first part of her life? And how next?

Yes, and in the kindergarten she threw up a little ball, and it went as high as this. (*Dot.*) How much did she have to grow before she could go to school? etc., etc.

Corrections: Some did not make the baby's dress long enough. It must come all the way down to the floor. Some did not make the lady tall enough. She must grow all the way up to the ceiling. Some did not make the school girl any taller than the kindergarten girl. Some forget the ball that the kindergarten girl threw up. Let us all try again to show how she grows.

E. E. K.

Primary Occupations.

By E. E. K.

The most appropriate occupation for primary children before opening school in the morning and at noon is conceptional drawing. Rightly managed, this not only "keeps the children quiet," but may be made of immense value in mind development.

Direct the children to draw something they saw on the street as they came to school or something else that they want to tell about. In doing this, they are led to reflect closely, for purposes of graphic representation and subsequent verbal description, upon some object of thought that has already gained a hold upon them. They are also getting their minds in trim to begin the school day by a contribution to the conversational exercise with which it is well to begin and out of which the teacher can, if she will, get suggestions for nearly or quite all of the day's work in the three R's. They are *connecting their outside life with the school* and establishing the right relation between work and play.

This occupation and the language exercise that should follow it also interprets the child to the teacher. There is no better mode of "examining" possible. The teacher who thus draws the contents of the child's mind into lines of expression and places herself in an attitude of sympathy with his little thoughts has taken the first step toward being able to teach him.

Added to this, the child gains confidence in the art of expression and the timid child grows nearer to his teacher and classmates. The child is not yet a trained critic of his own work, fortunately. He sees in that crude drawing the whole object he has tried to picture and fondly imagines he has put the thing with perfect clearness before every eye that looks. He thus feels himself in closer communication with his fellows, and one of the barriers to childish happiness and the success of teachers is partially broken. Try it, teachers, patiently, as a loosener of timid tongues—but do not frighten the timid child with too much "individual attention." The art of *letting alone* is a great one when we understand where to apply it.

Lastly, conceptional drawing is a more powerful stimulant to mental growth than object drawing. They should be alternated, but it is the object drawing that should be regarded as supplementary in primary education. The attempt to draw an object not present to the eye involves intense action of the mind upon a concept. The defects in this concept prompt the mind to make a closer observation of the object at the next opportunity, and the general effect is a habit of more careful observation than would otherwise be made. Object drawing is indispensable to complete the benefit in training.

Teacher No. 1.—(*Opening the door into the room of her neighbor, teacher No. 2.*) Just think! I can put Mollie Vinci's whole name on the board. I shall make an entire reading lesson about her and then follow with lessons about the others. The children will be delighted.

Teacher No. 2.—(*Musingly*) Molly—(*excitedly*) Polly!

No. 1.—Poll Parrot!

No. 2.—Carrot!

Explanation: The babies in both of these classes were deep in "the Word phonetics."

Your paper has always done me a "world" of good, especially the story pictures for language work.

St. Joseph, Mich.

JESSAMINE KEITH.

Lessons on the Months.

APRIL.

By JENNIE YOUNG.

The early spring flowers offer themes of delight for the lessons of this month. The teacher will have no lack of material at this time, her only trouble will probably be the embarrassment of "too much."

The simpler facts of germination and growth are easily presented and understood. Do not be *too technical* in description, but, when a scientific term is needed, do not be afraid to use it.

The early flowers in their blossoming are always near to the hearts of the children. There is an unconscious element of refinement in the contact with such things, and the teacher will find herself well repaid for the little extra trouble which such lessons cost.

Where can one find such lessons in form and color? Think how the imagination may be developed in picturing the life of the woods. Think of the stories told without words by violet and trailing arbutus, marsh-marigold, and trillium, and all the flowery multitudes of spring.

I like best to think of the wild flowers by their simpler names; the trillium is botanically interesting in the exactness of its scientific nomenclature in its three-fold divisions of leaf and flower, but it brings us its sweetest message from the woods when it comes to us as the "wake robin," waking at the song of the robin to greet the early spring.

April is a delightful month for talks with the children. Patriotism is at white heat when the 19th comes, and "The shot heard round the world" re-echoes from Lexington. Washington, our first president, was elected April 6 and inaugurated at New York, April 30 of the same year.

The anniversaries connected with Sumter and Lincoln are the shadows which serve to heighten by contrast the brighter days as they come.

Other events will undoubtedly suggest themselves to the teacher as the month rolls on, and a word or even the brightly-colored crayon which marks such days in our calendar upon the blackboard will often fix a date indelibly in the memory of the child.

The following may be used for blackboard work, or told to the children:

FANNY'S VISITOR.

"Oh, dear," cried Fanny, "that rain has just come to spoil all my fun."

Fanny was a blue-eyed little girl about eight years old. It was Saturday, so there was no school and she wanted to go to the woods with some little friends to gather the early wild flowers. She could scarcely keep the tears back, when she saw the dark clouds covering the sky. She pulled her papa's big chair close to the window and saying, "Rain, rain, go away," sat down to watch the blue spots in the sky hoping that the clouds would pass over.

But the gray mists were gathering in the hollows and soon the rain drops began to fall.

Fanny almost forgot to be cross, the big chair was so comfortable. She put her head back on the soft pillow and was just wishing she had some one to talk to, when she heard a sweet voice and there stood a lovely lady. She was all dressed in light green and she came with her arms full of flowers—full of all the wild flowers that children love.

"I have come to see you, little girl," said she, "and here are your little friends with me," and all the flowers began to smile and Fanny smiled, too.

The little blue violets looked shyly at Fanny, but the trilliums nodded their snowy heads as if to say, "We're glad to see you."

Fanny knew the trailing arbutus was there, for she could smell its sweet fragrance even before she could see its little pink blossoms; and there was the lovely marsh-marigold too, looking like a great golden buttercup.

"Oh, you sweet flowers," cried Fanny, "did you come all the way from the woods to see me?"

"Yes," said they all, "we love little children. April has brought us here."

"Is that lovely lady April?"

"Yes, said the flowers," when you come to the woods, we will be all ready to see you; April takes care of us. When we are thirsty, she gives us soft showers and we lift up our heads and grow strong and beautiful. Come to see us, little girl. Come to the woods,—we will be waiting for you—good-bye."

The lovely lady smiled and Fanny heard all the little flower bells ringing sweetly like silvery chimes; and rubbing her eyes, she looked around, but the lovely lady and all the flowers were out of sight—gone back to the woods—and Fanny jumped down from her chair and ran to her mother to tell what strange things had happened.

Lessons in Primary Geography. VIII.

[Copyright, 1892.]

By DR. ALBERT E. MALTBY, Slippery Rock, Pa.

How do the persons who keep stores and other places of business let the people know what things are for sale? "They put up signs." What are these signs like? James may write one on the blackboard. James writes.

CLUTTON BROS.
DRUG STORE.

"In the city I saw a big bowl upon a post in front of the drug store." That is called a mortar and pestle. The clerk uses a small mortar and pestle when he grinds and mixes the drugs. "The barber has a tall pole striped with red and white." "I can't see what that means."

Long ago barbers performed the duties of *surgeons*, and the stripes represented the winding of the bandage around the arm of the patient. The persons who do such work now are called *surgeons* or *doctors*. "They take care of the health of people." "They help us to become well again." "We should be careful of our health." "By exercise." Little doctors at home.

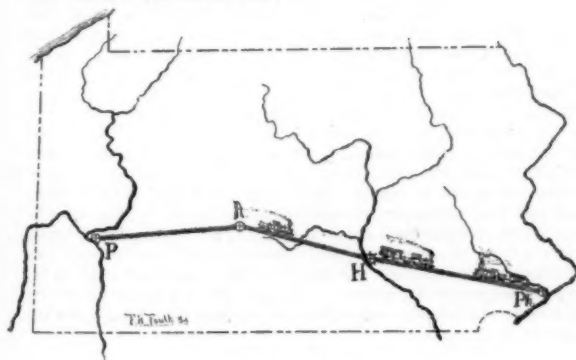
Those that educate the children are called *teachers*. Doctors and teachers follow *PROFESSIONS*. Can you name other men who have professions? "The *lawyer* writes deeds and other papers, and gives advice about law." "He argues cases in court."

The *minister* or *pastor* has charge of a church or congregation. "The sexton." No, not in the same way. "He preaches." "We call our minister the *rector*." "St. Marks." Very well. Let us make the list.

Men Having Professions.

The Surgeon.	Minister,
Doctor,	Lawyer.
Teacher.	(Others)

These are very useful men.

(By a boy of fifteen.)
Commerce.

How did we decide to bring the saws from Philadelphia to Pittsburgh? (Fig. 1.) We will take the rails made at Pittsburgh and lay a track to Philadelphia. At Altoona we will put an engine on the track and run to Harrisburg. Then we will take some cars at Harrisburg and run down to Philadelphia. Here we can load the cars with Sloyd saws and other things, and run back to Pittsburgh.

The men have laid the track already, and the work is done. (Some rough sketching.) "A railroad." "Many men work for the railroad company." "The man who runs the engine is the *engineer*." The man who helps him is the *fireman*. He who collects the fares and has charge of the whole train is the *conductor*. The men who help him are *brakemen*, *baggage men*, etc.

The trainmen are:—

The Conductor,	Brakemen,
Engineer,	Baggage man,
Fireman,	Express Agent,
Postal Agent, and others.	

The trains carry goods from one part of the country to another. So the cars are great aids in

Trade or Commerce.

Letters are carried on the cars to the *POST-OFFICES*. The man that attends to the mail and sees to its distribution is the *postmaster*, and he is an *officer*. Do you know how to send a letter? Where should the stamp be placed? "The address should be written plainly." "We should put a stamp on the upper right corner of the letter." "Two cents." (Fold the closed envelope and have children write the address of some friend.)

The postmaster is called an *officer*. Can you name some other



(Designed and drawn by a girl of thirteen.)

officers? "The *constable*." "The *tax-collector*, *school director*, *burgess*, *justice of the peace*, etc." "A *policeman* in the city." "The *mayor*." "A *sheriff* at Homestead." "The *governor* sent troops to help him keep order." "President Cleveland is now at Washington."

These are

OFFICERS FOR GOVERNMENT.

Postmaster,	
School Director,	
Tax Collector,	
Constable,	
Justice of the Peace,	
Burgess.	
Policeman,	
Sheriff,	
Mayor,	
Governor,	
President.	

PRODUCTS.

We may make written lists of the animals, vegetables, and minerals found within our school district. Here is one, teachers:

Animal, Mineral, and Vegetable Productions.

OF WOLFORD SCHOOL DISTRICT, SLIPPERY ROCK, BUTLER COUNTY, Pa.

Frances E. Hays, "C" class.

Illula S. Christley, Teacher.

ANIMALS.

Fox,	Guinea,	Humming Bird,	Hornet,
Horses,	Duck,	Lady Bird,	Yellow Jacket,
Cows,	Goose,	Toad,	Wasp,
Pigs,	Peafowl,	Frog,	Honey Bee,
Sheep,	Pigeon,	Tortoise,	Potato Bug,
Goats,	Robin,	Crab,	Snake Feeder,
Dogs,	Wren,	Lizard,	Weevil,
Cats,	Sparrow,	Tree Frog,	Cabbage-worm,
Rabbits,	Blackbird,	German Carp Fish,	Tomato-worm,
Groundhog,	Crow,	Black Snake,	Rose Bug,
Opossum,	Hawk,	House Snake,	Fire Fly,
Norway Rats,	Yellow Bird,	Garter Snake,	Earth-worm,
Field Mice,	Screech Owl,	Rattle Snake,	Centipede,
Barn Mice,	Barn Owl,	Water Snake,	Flea,
Grey Squirrel,	Wood-pecker,	Bumble Bee,	Gnat,
Flying Squirrel,	Sap-sucker,	Ant,	Sheep Ticks,
Chipmunk,	Blue-Jay,	Cricket,	Gad Fly,
Pine Squirrel,	Meadow Lark,	Moth,	Roach,
Skunk,	Whippoorwill,	Horse Fly,	Miller,
Raccoon,	Bobolink,	Butterfly,	Caterpillar,
Muskrat,	Chippie,	Grasshopper,	Beetle,
Mink,	Oriole,	Snail,	Lady Bug,
Weasel,	Summer Swallow,	Cut-worm,	Katydid,
Bat,	Quail,	Mosquitoes,	Cimicida,
Chicken,	Pheasant,	Spider,	Apple-tree borer,
Turkey,	Turtle Dove,	House Fly,	Anoplura.

VEGETABLES.

Potatoes,	Raspberries,	Ash,	Caladium,
Tomatoes,	Strawberries,	Maple,	Crape Myrtle,
Cabbage,	Blackberries,	Chestnut,	Ivy,
Beets,	Elderberries,	Hickory,	Mignonette,
Turnips,	Dewberries,	Gum,	Daisies,
Parsnips,	Juneberries,	Wild Cherry,	Violets,
Celery,	Huckleberries,	Dogwood,	Lady Slipper,
Beans,	Gooseberries,	Ironwood,	Dahlia,
Pease,	Wildplums,	Locust,	Asters,
Lettuce,	Grapes,	Linn,	Hydrangea,
Cauliflower,	Currants,	Black Walnut,	Bleeding Hearts,
Radishes,	Quince,	White Walnut,	Peony,
Salsify,	Crabapples,	Alder,	Flowering Almond,
Spinach,	Wheat,	Sassafras,	Megarrhiza Californica,
Sage,	Oats,	Elm,	Clematis,
Parsley,	Corn,	Poplar,	Snowballs,
Cucumber,	Rye,	Willow,	Lilac,
Muskmelon,	Buckwheat,	White Thorn,	Verbena,
Pumpkin,	White Clover,	Balm of Gilead,	Heliotrope,
Eggplant,	Mammoth Clover,	Geranium,	Garland Mock Orange,
Peppers,	Medium Clover,	Fuchsia,	Dogwood,
Squash,	Alsike Clover,	Calla Lily,	Symplocarpus,
Mushroom,	Timothy Grass,	Leopard Lily,	Mulberry,
Peppermint,	Red Top Grass,	Cactus,	Apricot,
Hops,	Wild Grass,	Tulip,	Sea Onion,
Rhubarb,	Fall Grass,	Poppy,	Oxalis,
Horseradish,	Blue Grass,	Roses,	Snap-dragon,
Mustard,	Burdock Weed,	Pinks,	Bridal Wreath,
Carrot,	Plantain,	Feverfew,	
	Smart Weed,	Pansies,	
	Rag Weed,	Sweetpea,	

Rutabaga,
Catnip,
Caraway,
Mayapple,
Asparagus,
Chives,
Garlic,
Apples,
Peaches,
Plums,
Pears,
Cherries,
Chokecherries.

Nettle,
Parsley,
Mullen,
Canada Thistle,
Common Thistle,
Texas Burr,
Tansy,
Chick Weed,
Golden Rod,
White Oak Tree,
Black Oak,
Red Oak,
Swamp Oak,

Forgetmenot,
Chrysanthemum,
Gladiolus,
Marsh-mallow,
Ornamental Beet,
Four O'clocks,
Nasturtium,
Hyacinth,
Nicotinana,
Marigold,
Honeysuckle,
Ferns,
Moss,

MINERALS.
Iron Ore,
Coal,
Limestone,
Flagstone,
Sandstone,
Sand,
Fireclay,
Brickclay,
Oil,
Gas,
Water.

The dictionary had been consulted when Cimidæ and Anoplura were added to the list. Let us hope that these last two are not very generally distributed in the district. How many of our children are able to recognize a dozen or so minerals, know the name of one hundred and four animals common in the locality, or can name one hundred sixty vegetables? Old dame nature is a wonderful teacher for these little country boys and girls.

The Coverings of Animals.

By A NORMAL STUDENT.

CHIEF POINT.—To show their use in giving warmth and protection to the animals, and to beautify them.

INTRODUCTION.—Show a piece of wool or fur. Ask what it is and write the word on blackboard.

Draw from the children by question and illustration that wool, fur, hair, prickles, bristles, quills, feathers, and scales form the coverings of animals.

That wool is the covering of sheep, that it keeps them warm, and why they are sheared. Tell that in very warm countries it turns to hair.

Elicit that fur is very fine hair; that it forms the covering of rabbits, cats, and other animals; that it keeps them warm and adds to their beauty. Tell that it is much thickened on the approach of winter.

Elicit that hair is the covering of horses and some other animals, that it helps to keep them warm and adds to their beauty, that the hair of mane and tail grows long and that some dogs have hair and some wool.

Bristles, obtained from pigs; do not grow close together and cannot give much warmth, but the pig has very thick skin.

Prickles form outer coating of hedgehog, protecting it from danger.

Quills cover the porcupine and serve to protect it.

Feathers are the covering of birds; they overlap, shed the rain, and keep out the cold; they are light and suitable for flying animals; of various colors.

Scales cover fishes; they fit close and lap toward the tail, so as not to catch against the water and retard swimming; they shine and are beautiful.

School Incentives. II.

By AN EX-TEACHER.

How many teachers have a class medal in use, going the rounds among the few bright pupils who would work anyway? How many such teachers have pedagogically outgrown the useless thing, yet keep it going from habit or to please the children, or because it seems to represent a class of devices that must not be quite dropped out, or because it seems uneconomical to hide so pretty a bit of silver away in a closet? How many would like to find a better use for it—a use that would warrant your buying such a badge or medal if you hadn't one on hand?

Suppose, with character development instead of scholarship in view, you award the medal for the practice of the virtues that are active in the life of the class-room. Will not the effort to win the medal as a reward for superior *Industry*, for instance, be likely to have more effect upon the progress of the class than the effort now restricted to a few individuals to win it by successful lesson-saying?

"Character is a bundle of habits." What habits can your medal help you to establish, with the greatest possible number of your pupils? Surely *all* can practice industry and acquire the habit in the practice.

But if your aim is ethical development, you must beware of the vanity and the envy that emulation may engender if not skillfully managed. Let the class understand that the medal is to be an aid to the weak and that all are weak *somewhere*. That they may fully realize this and learn to take an interest in one another's development, give to them the task of watching and deciding the earning of the prize, impressing upon them that it is harder for a lazy boy to become industrious than for one who has already learned to labor to keep on in well-doing, and that the mark of superior effort is *improvement*.

Announce every Monday morning what the prize will be awarded at the close of the week. Let it be the virtue opposed to the prevailing vice of the preceding week. If whispering has become an evil, let silence during lesson hours win the medal for a week or two until the habit of silent attention to work is established and some other class-room fault needs attention more than whispering. Write the word "Silence" in ornamental style in some prominent blackboard space, to keep the week's moral goal before the pupils. If you have an artist in your class, let him enclose it in an ornamental scroll, with colored chalk.

Again, let it be "Helpfulness" that the pupils shall specially practice, carefully distinguishing between real helpfulness and mere officiousness. A five minutes' talk upon the nature and limits of the week's virtue, to begin Monday morning and another to close Friday afternoon, may be made a most valuable and effective course in ethics, needing only to be supplemented by the incidental moral teaching that grows out of each day's experiences and naturally accompanies all well managed school work.

III.

We have suggested the use of the class medal for a newer and better purpose—the cultivation of such virtues as industry, neatness, helpfulness, etc.—than that of encouraging to scholarly success the assiduous few who need no such encouragement, thereby teaching them vanity and the rest of the class a most injurious sense of contented or at least hopeless inferiority.

An extension of the same device is already in use in a few schools. We refer to the class banner, awarded weekly by the principal to the class excelling in some important matter, such as attendance, punctuality, etc. This banner may be so used as to exert a strong influence upon the discipline of a school, without demanding an amount of attention from the principal at all proportionate to its benefits. Moreover, it does not need the delicate management that is required for the safe use of the medal for ethical purposes; because class emulation is less dangerous than individual emulation.

As in the case of the medal, let it be announced from the desk on Monday morning what line the special effort of the week shall take. If it is for neatness, the principal should cast an eye about each class-room occasionally during the week, glancing at the floor for papers, and on rainy days for mud, and at the window sills, shelves, etc. This is the time to impress that all removed clothing be hung in the wardrobes, etc., that pencils should be nicely sharpened, and that desks look better covered with a pretty piece of felt or other material. Once during the week the principal should visit the playground after the classes have been called to line for return to rooms. With pad and pencil in hand count and note the proportion of well polished boots. Once also he may pause in each class-room long enough for a display of hands and counting of clean ones, and again he may run his eye with smiling significance over the heads of the pupils and note on his pad his judgment of the same. These silent reminders are telling and serve to keep an effective and willing attention upon the thought of the week.

Some Good Rules.

(The following excellent rules were found on a badly worn sheet of paper, in the pocket-book of Stephen A. Price who was at one time governor of the state of New York.)

Tell the children to what distinction Mr. Price arose. Ask them questions suitable to the grade on the location, extent, and importance of New York state. Ask how often a governor is elected. Request pupils to find out from their fathers or from books of reference what they can of Mr. Price's administration.

Read over all the rules and ask which impressed the pupils most, announcing beforehand your intention of asking this question. Some pupils will remember one, some another. Ask why, in each case. If the discussion extends beyond the allotted time, continue it the next day.

At its close read again all the rules not already discussed, and have scholars again choose the most important for discussion.

Repeat this as many times as seems profitable.

Finally, select, yourself, from those slighted by the pupils such as deserve their attention. Point out their value and elicit further discussion.

THE RULES.

Keep good company or none.

Never be idle.

If your hands cannot be usefully employed, attend to the cultivation of your mind.

Always speak the truth.

Make few promises.

Live up to your engagements.

Keep your own secrets if you have any.

When you speak to a person look him in the face.

Good company and good conversation are the very sinews of virtue.

Good character is above all things else.

Your character cannot be essentially injured except by your own acts.

If anyone speaks evil of you, let your life be so that no one will believe him.

Drink no kind of intoxicating liquors.

When you retire to bed, think over what you have been doing during the day.

Never play at any game of chance.

Avoid temptation, through fear that you may not withstand it.

Earn money before you spend it.

Never run into debt, unless you see plainly a way to get out again.

Never borrow if you can possibly avoid it.

Never speak evil of anyone.

Be just before you are generous.

Read over the above maxims at least once a week.

Body Culture. I.

AIR.

By the Author of "Preston Papers."

Much of the work of the primary teacher is a continuation of the work of the parent, and a curriculum omitting a culture of the body is deficient. The full debt to the child is not paid even in the highest cultivation of the soul, if the body and its functions have been neglected or slighted. Care must be given to the whole nature of the child. Instruction about the teeth, eyes, hands, clothing, personal habits, etc., is equally as necessary as that relating to moral and mental development.

Lessons in body culture should be so simple that even the dullest pupil may understand them. They should be practical, aiming at details that come into the every-day life of the child. They should be interesting; if they fail in this regard the time is wasted.

A TALK ON BREATHING.

There is one thing we all must have; what do we all need first in life?

"Something to eat." "Something to wear." "A place to sleep in." "Some one to take care of us." These are all good answers—but none are quite right. Now, let us see. Suppose you should come in some morning and find me on the floor, my eyes closed, my face pale, my breath all gone, would you give me bread and butter for it? "Of course not." Would you buy a bed or a sofa for me to lie on. Would you not get some one to take care of me—now what would you do?

A pupil says: "I'd do just what I saw done once when a lady fainted. The doors were opened and the windows; her head was held up and she was fanned."

What she needed was more air. So you see air is the important thing. How do we use the air? "We breathe it." But strange as it may appear few know *how to breathe*. Even grown people don't half of them breathe rightly.

First, you must keep your mouth shut; very few do this. I see most of you are closing your mouths.

Now put your left hand in front of your face; you feel your breath now; where does it get through, if your mouth is shut.

The nose." Remember this is the *right* way to breathe. If you will notice as you go along the street you will see many who do not know this, and because they don't they are often hoarse, their lungs are sore and their throats dirty and rough. Some will say their nose is "stopped up," and so they must open their mouths. The longer they breathe in that way the more colds they will have and the easier they will get them.

It is the practice of many persons to snuff some clean cold water into the nose; hold the water in the hand and dip the tip of your nose into it and draw it up into the nose! You laugh, but I find it is a good thing to do every morning anyhow, as it prevents colds in the head. Now put your hand on the front of the body and see how far down you can feel your breathing. You should feel your breath below your belt. Few seem to feel it there. Well, stand for a few minutes; evenly now on both feet, with closed mouth, and *try* to make your breathing go away down there.

The second rule is to breathe from the abdomen (that is what we call that part of your body); the first is, remember to keep your mouth shut; now breathe slowly as I count, 1, 2, 3, 4. This you should try to do every day, and all the time.

Now, somebody will be sure to ask: "What good will it do me?" It will help give you a big chest for your lungs; and that will help make you strong. The more pure air you take in every time you breathe, the more blood you will purify at each time; and you can get more air with a deep breath than with an upper one. I suppose some one will say they can't breathe down deep because their skirt-bands are too tight. This is a serious trouble, for I want you all to learn to move your waist muscles and diaphragm every time you breathe, without thinking of it, so that you will have strong bodies; and this will in a measure, depend upon how you breathe.

The Poet Whittier.

One of the attractive traits of Mr. Whittier was his gratitude to the surroundings of his soul's life. When he had been on this globe seventy-seven years he sung:

"I did but dream. I never knew

What charms our sternest seasons wore.

Was never yet the sky so blue,

Was never earth so white before.

Till now I never saw the glow

Of sunset on yon hill of snow,

And never learned the bough's designs

Of beauty in its leafless lines.

"Did ever such a morning break

As that my eastern windows see?

Did ever such a moonlight take

Weird photographs of shrub and tree?"

Fortunate the lover of Nature, for her hold on his affections can scarce give out. She is a perpetual study to the observant mind, year after year revealing herself more deeply to the thoughtful and admiring student, soothing his heart and taking him away from earth's petty cares and disappointments.

The Battle on Skates.

Once upon a time King Philip of Spain went to war with Holland, the country where the land is lower than the sea-level and there have to be big walls, called dikes, to keep the water from sweeping over the fields. This fight was a desperate one, for King Philip was so eager to subdue the country that he waged the war with all the means at his command. He sent to Holland, as his commander-in-chief, the Duke of Alva, a Spanish nobleman and a famous general. After the war had been going on a long time, and many towns had been seized, the duke saw that if he could take Amsterdam he could easily overcome the rest of Holland.—but between Amsterdam and the king's forces lay the city of Haarlem.

The duke sent his son Don Frederick to capture Haarlem. The city was almost surrounded by water, then frozen over, as it was winter. There were a few ships lying near Haarlem, but they were held fast by the ice, and might easily have been captured had not the sailors dug a trench all around them, and fortified them against the enemy.

As soon as Don Frederick arrived, he sent a body of soldiers to attack the ships. The soldiers marched out to the vessels, but as they came near a body of armed men on skates sprang from the trench.

The Hollanders were used to skating from their very babyhood, for in winter the canals and sea were frozen for miles around, and everybody skated. Not only did they skate for fun, but to market and their daily business, just as easily and far more quickly than they could walk. They used to have games and sham battles on the ice, so that when there was need for real fighting, they knew what to do.

But the Spaniards lived in a southern country where there is little ice, and they never went sliding or skating. When they saw the Hollanders dart out at them, their feet shod with steel, appearing almost to fly in the air, they thought the enemy must be aided by witchcraft! They were tempted to run, such were their amazement and terror.

However, when the bullets came flying among them, they tried to pick up their courage and fight. But their efforts were feeble, for, unable to keep their footing on the slippery surface, they would stumble and fall, while the Hollanders would glide by unharmed and send their bullets to the mark.

The Hollanders were victorious; and, when they drove the Spaniards off the ice, several hundred of the enemy lay dead, while the conquerors scarcely suffered any loss. When the duke heard of this defeat he was much surprised, and decided that he would not be beaten again in that way.

So he ordered seven thousand pairs of skates, and commanded all the soldiers to learn to skate. They had fun while learning, but not long afterward were able to handle their weapons on ice as boldly as the Hollanders. But they had little occasion to make use of this new accomplishment, for a sudden thaw and flood made it possible for the ships to sail away, and the sailors' brave spirits were much cheered by the sudden frost that followed and rendered them safe from naval attack for a time.

The Spaniards soon after captured Haarlem, but they had to fight hard to take it, for the city was well fortified and the people brave.—*St. Nicholas*.

I am delighted with THE JOURNAL.
Partlow, Ala.

R. B. CASH.

One teacher can never manage the hobby of another.

—J. G. DEUPREE.

Elementary Arithmetic. VII.

By E. M. R. Springfield, Mass.

First Year.

The following are papers which I gathered from a pile of stored-up work in Grade I, this week. They are all by children who entered school last September. I have not the age of each pupil but know them to average a little older than six years. All are not in the same class as the papers may indicate, but since all entered during the school year their work indicates what they have accomplished with six months' instruction in number. I cannot say who of these attended kindergarten schools before coming to the public school, but as very few of our children receive kindergarten instruction, before entering the public school I venture the statement that only one or two at most had received systematic instruction before being enrolled last September.

Mamma had three quarts of milk. Find how many pints of milk she had.



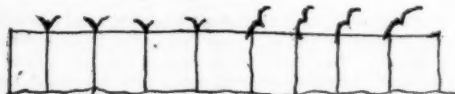
Mamma had six pints of milk. HELEN BLODGETT.
Rose has one lily and eight tulips in her garden. Tell how many flowers Rose has in her garden.



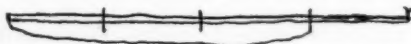
Rose has nine flowers in her garden. LEWIS TIFFT.
A man has eight trees to set out. He puts two trees in each row. Tell how many rows of trees he sets out.



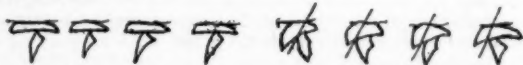
The man sets out three rows of trees. FLORENCE FRISSELL.
Four birds were on the fence, and four more birds came. Tell how many birds were on the fence.



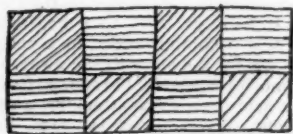
There were eight birds on the fence. AMY MORSE.
Tom had four feet of rope. He used three-fourths of it for his sled. Tell how much rope he had left.



He had one foot of rope left. HUBERT HAWKINS.
May made eight paper boats. She gave me four of them. Tell how many she had left.



May had four boats left. HAROLD NOBLE.
I had a doll's bed that was four inches long and two inches wide. I made a quilt of inch squares of silk sewed together. It just fitted the bed. Find how many squares were in my quilt.



NOTE.—The paper from which I copy has the squares $\frac{1}{4}$ of an inch larger than the inch measure, indicating that the child's idea was fairly correct.

Class exercise for Group 2. Subject, the linear foot.

Material.—The foot rule; strips of paper, one foot, one foot and a half, two feet, one half, and one-fourth of a foot long; heavy cord; lines on blackboard; objects to measure.

Object.—To develop idea of space in general, and teach the particular space called a linear foot.

Plan.—Let your eyes move slowly from one end of this stick to the other. Now back again.

Watch my finger while I move it slowly from one end of the stick to the other.

Each take the stick that lies before you and pass your finger slowly from one end to the other. Let your eyes move with your finger.

Do the same with this stiff strip of paper. With this cord. Select from these four lengths a string that is as long as my stick, Joe. Compare with mine. (Others do the same.)

My stick is a foot long.

Notice while I measure, then tell how long the edge of this box is.

"The edge of the box is a foot long."

Measure a foot on the edge of the table. Tell me about it. Measure the width of this picture frame.

"The picture frame is a foot long."

Hold the foot stick before your eyes; study its length; now lay it on the table and draw a foot line on the board.

Study the foot stick once more, then study the line you have drawn. Change the line if you think it is more than a foot, or less than a foot.

Each measure the line you have drawn and be ready to tell me whether it is more than a foot long or less than a foot long.

"My line is more than a foot long."

"Mine is not a foot long."

"Mine is nearly right."

Think always of the foot length and tell whether the line is a foot, or not a foot long, and not whether it is right or wrong.

"My line is just a foot long."

You did well.

"May I try again?"

All may try again but first place foot rules on the table, then erase the lines. Look once more at the foot rule then draw.

Now look at the foot rule again and compare your line with it. Correct the line if you need.

Measure the line now, and tell whether it is just a foot long or more, or less.

This part of the class stand at the table the rest stand at the board.

Those at the table take each a strip of paper; measure and tell how long the strip is. Those at the board select each a line that I have drawn, measure and tell how long it is.

"My strip of paper is two feet long."

"My strip is a foot and a half long."

"Mine is half a foot long."

"Mine is a fourth of a foot long."

"This line is just a foot long."

"This one is three feet long."

All stand at the table. Study the foot rules once more, then pass them to me. I will lay them away and ask you to tell me without any measure before you, how long the things I show you are.

(Strips of paper; crayon lines on floor, board or paper; edges of boxes; ledges of doors and windows; rods of glass or iron; lengths of cord; strings of wooden beads, are now presented to the children for their judgment of the length shown.)

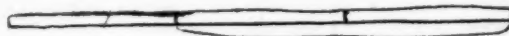
NOTE.—Avoid this test until sufficient drill has been given to build up a concept of the foot length. When ready for it, still avoid difficult tests. Choose lengths that are easy multiples of the foot, or easy fractional parts of the foot. Do not seek to perplex. The aim is not to expose ignorance but to impress knowledge.

Confine the first series of lessons in this subject to horizontal lengths. Leave heights for another series of lessons. Observe also that the lengths are on a plane with the eye or below it. The only cause of an error in detecting the difference between the foot length and a greater or less dimension may lie in the fact that the lines compared are in different horizontal planes.

These are little things, you say. Yes! but I have heard some one say that to be a genius meant a capacity for infinite pains.

Below is some work that I collected a month ago for the paper that did not appear. It is by the first class in Grade I.

May had a yard of ribbon. She used one-third of it for her beads. Show what part of a yard she had left.



She had two-thirds of a yard left.

Mamma had an orange. John, Hattie and Joe each wanted a piece. Show how you think she cut the orange and tell what was left for Joe after John and Hattie had theirs.

She cut the orange into three equal parts. John and Hattie had two-thirds of it, then there was one-third left for Joe.

MARCIA WRIGHT.

I have nine gilt stars for writing well. Two-thirds of the stars

are small; the rest are large. Show how many are large.

★ ★ ★ | ★ ★ ★ ★ ★

There are three large stars.

LINDA PRESTON.

Rob has half a dollar and I have one-fourth of a dollar. Show how much we have together.



One-half and one-fourth are three fourths.

ESTHER FULLER.

Tom has nine cents. Fred has five cents. How much more money has Tom than Fred?

Tom has O O O O O O O O O

Fred has O O O O O

ETHEL TUCKER.

Tom has four more cents than Fred.

We talked about a yard this morning.

What we said about it.

We buy cloth by the yard.

We buy ribbon by the yard.

We buy lace by the yard.

We buy paper border by the yard.

There are three feet in a yard.

There are six feet in two yards.

There are nine feet in three yards.

One-third of a yard is one foot.

Two-thirds of a yard are two feet.

One yard and one-third of a yard are four feet.

One yard and two-thirds of a yard are five feet.

One yard less one foot is two feet.

One yard less two feet is one foot.

One-third of two yards is two feet.

Two-thirds of one yard is just the same as one-third of two yards.

IRVING HAYES.

Borrowing in Subtraction.

From "Preston Papers."

That day I was tired and cross, and had kept a little boy from one of the beginning classes after school, because he had failed to get his examples. Miss Preston asked if she might speak with Henry, and I gave her an ungracious "Certainly." She ignored my manner, and sitting down at Henry's desk, talked with him something like the following:

Miss Preston.—Are your examples very hard to-day?

Henry.—They are not very hard, I guess, for the other boys all had them.

Miss P.—Do you understand them?

H.—No, ma'am; not when I have to take 8 from 3. I can do the other kind well enough, taking 3 from 8, and such, but I don't see how I can take 8 from 3.

Miss P.—Ah, yes. I see your trouble. Now please hand me that tin cup by the water pail. I thank you. I want a drink from it, but I see that it is empty. What shall I do? I am very thirsty; but I cannot drink from an empty cup nor from one that has only three drops in it, for I need much more to quench my thirst.

H.—(With animation.) Why, I can get some for you from the pail.

Miss P.—But suppose the pail is empty?

H.—Why, then I would go to the faucet down in the basement and get a pailful.

Miss P.—That wouldn't do any good. I only want a cupful.

H.—Well, I can bring you a cupful from the pail, when it is full!

Miss P.—Just so. Now let us see if we cannot do the same in your example. You can't take 8 from 3; but perhaps we can go to the pail and fill our cup. Ah, no. Our next figure is a cipher. Our pail is empty. What shall we do? Go to the faucet of course, fill our pail, and come back. Beyond our cipher stands a 4 on purpose for us to use. Now, if I take one of these hundreds, how many tens is it worth?

H.—Why, ten tens.

Miss P.—Good. Now instead of the cipher we have 10. We can fill the cup from the pail. So now we will take one of these tens (equal to ten units) and add it to the three units we already have, giving us 13 units. Now can you take 8 from 13?

H.—Oh, yes, and it leaves 5. Why, isn't that funny? It's just like a poor man without money, begging from some one with a pocketful.

Miss P.—Just so. Now you have 3 to take from 9 where your cipher stood.

H.—And it leaves 6!

Miss P.—Now here is our 4, with a 2 below it. What will you do?

H.—Why (after some meditation), 4 gave away part of his.

Miss P.—Yes. How much has he left?

H.—Why, 3, so we can say "2 from 3."

Miss P.—Do you think you "see through" it now?

H.—(With great enthusiasm.) Why, yes, ma'am. I can't help getting my examples now.

Which was true. And I couldn't help catching the fire, nor have I been able to keep out of it since. When we came to fractions she showed me how to illustrate the value of numerator and denominator by things visible, apples, oranges, etc., until the facts were so plain I began to think I had never before half comprehended them myself.

A Lesson on Heat.

(Given to a Second Grade Class.)

By FANNIE A. STEBBINS, Springfield, Mass.

You may tell me what we have been talking about during the last two lessons. Tell me of one "solid," Porter. You may tell me of a "liquid." Yes, and Robbie may tell me of a gas. Can you see any of these gases that you have mentioned? What is this, Ruth?

"That is an alcohol lamp, my mamma has one; she can heat things over it very quickly."

Now I will light it. You cannot see the flame, but you may hold your hand near it; not too near, Louise. What do you feel? What is this, Stanley? (Showing a small piece of paraffine.) If I place this "solid" in the spoon and hold it over the lamp, what will it feel, Raymond? I will place it where it will feel the "heat." What do you see in the spoon, Bernice? "That is a liquid."

What was it at first? What is it now, Porter? What changed it from a solid to a liquid, Howard? Tell me all about it, Eugene. "The heat changed a solid into a liquid."

Who has seen the heat change any other solid into a liquid? Tell about it.

"One day my mamma said the butter was too hard to spread on the bread so she put it on the stove, and pretty soon it was a liquid." "It was a solid first." "The heat changed it into a liquid."

"There was some ice in a pail out by our door and the sun was shining on it and after a little while it was all changed to a liquid."

What heat changed that solid into a liquid?

"I had some rosin one day and I didn't want it, so I threw it into the fire and pretty soon I saw it change into a liquid and then it burned."

"When my papa mends holes in a tin dish he uses solder and he heats his iron and puts it on the solder. The solder turns into a liquid, and the rosin does, too."

"One time I had a wax doll and I thought it was cold so I laid it near the stove and when I came back the wax had all melted and run off her face."

So the solid changed to a—"liquid." And what changed it? "When a candle is burning it changes into a liquid."

Do you think every solid can be made liquid by heat?

"I don't believe wood can, it'll burn. Coal will burn."

Shall we say that heat changes all solids to liquids? What then?

"Heat changes some solids to liquids."

To-day we will try another experiment. You may see what I have in my cup. (The teacher has a cup of water. Through the cover passes a glass tube.)

What is passing into the water from the flame? You may look into the cup now; look at the sides and bottom and tell me what you see, Daisy.

Where do you suppose the water is hottest, at the top or at the bottom? Why? "Because the fire is coming right on to the bottom of the cup." Now I will put the cover on and soon I shall want you to tell me something else. What do you see, Howard?

"There is something coming out of the top of the tube." You may come around here one at a time and look through the tube, to see if anything is going up through it. (Care should be taken not to let the children look until the tube is clear of the condensing steam.) "I can't see anything going through the tube, but there is something coming out at the top."

So what do you think, Ruth? "It must be coming up through the tube." What must it be if you cannot see it? Is it a solid? A liquid? Yes, is "a gas," and where did it come from? What did I put in the cup? What must have taken place in there? What do you think changed the liquid into a gas? Where was the gas? What two things have we found that heat can do?

Now let us think again about the bubbles which you saw. Has any one thought what makes them?

"I think they might be steam, because it is so hot down on the bottom."

What has the liquid changed into? Which do you think is the heavier, the water or the gas? When the heavy water sinks down what must the gas do? What makes the bubble come up? Who has seen heat change other liquids into gases? Do you think the liquid would all change into gas?

"Sometimes it does. Once mamma let her potatoes boil until the water was all gone and they burned."

What became of the water? It was all made into gas." Where did the gas go?

"I think it must be around in the air."

That is good. See how many such changes as this you can see before the next lesson.

Supplementary.

An Arbor Day Exercise.

By LETTIE STERLING.

MAY.

(Five little girls, each holding a dandelion blossom and a seed ball, should recite these verses and join in the song. At the close of the song, they may, with one puff of the breath, blow the seeds into the air. A light skip and a gesture toward the ceiling as they do this would add much to the effect.)

- 1st. Girl.—Dandelions gay
Brighten meadows green;
Little folks at play
Everywhere are seen.
Children love the dandelions,
Plucking them is joy.
"What a pretty flower!"
Thinks the girl and boy.
- 2nd. Girl.—Buttercups begin
Yellow heads to show;
Shrubs and bushes in
Field and dooryard blow;
Apple, pear, and cherry trees
Speak of storms of snow,
Thus they make the promise
That their fruit will grow.
- 3rd. Girl.—Now and then we see
Butterflies alight;
Now and then a bee
Flies within our sight.
Birds and bugs are happy now;
Cattle seem content,
And the hen's queer singing
For a psalm is meant.
- 4th. Girl.—Rambling in the woods
Has become the style.
There May's pretty goods
Cause a grateful smile.
Gardens all begin to yield
That which pleases taste,
At a hint of daylight,
Workmen fieldward haste.
- 5th. Girl.—May is gentle, kind,
Blithesome, cheering, bright;
Scarce a glance will find
That she brings delight.
She would make the care and gloom
From our hearts to flee;
We should all be trying
Like this month to be.
- (TUNE: "Jingle Bells.")
- Little flakes of down
On the breezes sail,
Floating o'er the hill,
Rising from the dale;
Easily they move
With a gentle grace,
Trusting only winds to show
Their course and stopping-place.

CHORUS.—Flower-wings, flower-wings,
Floating through the air,
Safely bear the precious seeds
And plant them all with care.—[Repeat.]

In each speck of down
From its neighbors torn,
Seeds of blossoms sweet
Far away are borne.
Where the down alights,
There the seeds will lie,
Springing up to grow and bloom
When winter hath gone by.

From the glade and glen,
From the dell and mead,
Come the dainty wings
With the loads of seed.
To the north and south,
To the east and west,
Still they journey, journey on,
Till all the earth is blest.

Zouave Drill.

A MEMORIAL DAY EXERCISE FOR PRIMARY DEPARTMENT;
Arranged by the author of "Preston Papers."

For a company of twenty-five boys or any odd number—one to act as captain. Band composed of such instruments and "make-believes" as are most readily obtainable—drum, fife, mouth-organ, bones, cymbals, etc., with piano or organ accompaniment.

COSTUMES.

Zouaves.—Bright red pants (Arab style) and caps; blue sashes and jackets; leggings of leather-colored cambric; light calico shirt waists under jackets.

Captain.—Same as zouaves with addition of gilt braid (or paper) on edge, sleeves, and shoulder of coat and across the front in graded stripes; white gloves; gilt band on cap. For guns, broom-sticks, cut to required length may be used. Cartridge boxes may be of pasteboard, covered with cambric.

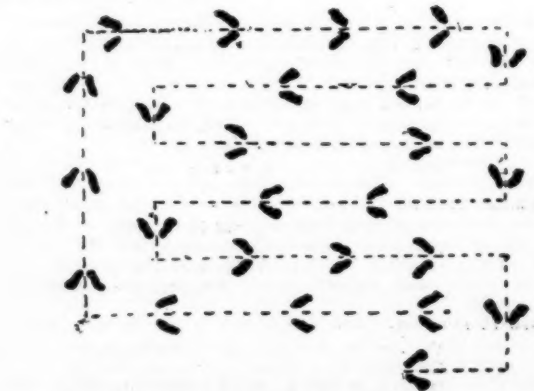
Band.—Any fancy costume that will blend the national colors—for instance, "soldier" blue pants with red braid down outside seam; navy blue cap and jacket; white gloves.

Drum Major.—Gorgeous as possible—to imitate the real article.

Girls.—White cheese-cloth dresses, all made in same style—any simple, old-fashioned cut; red slippers and stockings—any ordinary slippers can be covered with red cloth; blue cheese-cloth sashes. Carry small flags. (The red and blue must all be of same shades.)

DEFINITIONS.

1. **Position.** Heels on same line; feet turned out about equally and forming an angle of about fifty degrees; knees straight; body erect; shoulders square; arms hanging easily; head to front.
2. **Rest.** Silence not required, nor fixed position of any part of body except left heel, which must be kept in place.
3. **Attention.** Zouave takes position, remains motionless and fixes attention on the captain.
4. **Eyes Right.** Turn the head slowly so as to bring the inner corner of the left eye in line with coat buttons. *Left* is reverse.
5. **Eyes Front.** Turn head so that nose is in line with buttons.
6. **Face Right, Left, or Front.** Same as 4 and 5.
7. **Salute.** Right hand raised, palm down, arm extended and horizontal bring hand slowly to lower edge of cap, turn head a little to left, looking toward person to be saluted; bring hand and arm back to position slowly and gracefully, and head to front.
8. **Parade Rest.** Carry right foot slightly to rear, and bend left knee; clasp gun lightly with both hands in front of center of body.
9. **Mark Time.** Make a show of marching, without advancing.
10. **Forward.** Throw the weight of the body upon the right leg, without bending the other knee.
11. **March.** Begin with left foot, carrying each alternately to a stated distance forward, without crossing or hitting the legs.
12. **Halt.** Stop instantly, feet side by side.
13. **Change Step.** The hollow of the right foot is placed against the heel of the left, the zouave then stepping with the left. (Change on right foot is similar.)
14. **Back Step.** Separate. Carry left foot straight to rear; half the company stepping back.



15. **Present Arms.** Carry with right hand in front of center of body; grasp with left hand six inches above right.

16. **Support Arms.** Pass from right hand to left arm, which bends at elbow, holding stick vertical and close to body; left arm from elbow crosses stomach horizontally.

17. **Order Arms.** Grasp with left hand, let go with right;

lower to ground at right side regrasping, with right hand, dropping left arm at side.

18. *Carry Arms.* Raise vertically with right, at same time grasping with left above right; carry in front of center of body—then resume with the right hand, dropping left hand by side.

19. *Charge Bayonet.* Bend left knee slightly; drop stick into left hand; elbow bent; right hand grasping stick firmly, resting on hip; body slightly forward; left foot advanced, stick pointing forward.

20. *Shoulder Arms.* Raise vertically with right hand; place it against front of shoulder with inclination to left; rest it against back of head; left hand by side.

21. *Arms Port.* Carry diagonally across front of body from right hip to left shoulder; held firmly with both hands.

22. *Load.* Bend left knee slightly; drop stick into left hand, elbow against body; eyes toward motions; take cartridge from box in rear, holding firmly.

23. *Ready.* Raise as in *charge*.

24. *Aim.* Bring to chin with both hands lightly; right near chin, left several inches ahead; body easily erect; head brought over so that eyes follow stick.

25. *Fire.* Without lowering or turning head or moving stick, yell *bang!*

(The entire manual of arms would be too long for some of the youngest pupils—but each teacher will select the portions adapted to her own school, and by omitting or repeating adjust the length of the drill to her own school; and so of the line of march—if the platform is small, omit the fourth and fifth turns; but in all events, drill, *drill*, DRILL, DRILL, until the mechanical technique is instantaneous, uniform and perfect—for therein lies all the beauty of the panorama.—AUTHOR.)

DIAGRAM.

1. Enter *Band* from left, playing "Dixie"—marching to rear of stage; stand at left of rear while *zouaves* drill.

2. *Zouaves* enter from right near front, preceded by captain, followed by single file—ones and twos alternating. March across front; turn squarely; march back to right; then to left, and so continue until rear of stage is reached, *captain* facing right of stage. March up right side to front; across front to left. *Captain* commands:

Halt; face front; position; mark time; back step. (Separate, the twos only, bringing them into rear. These should be the tallest;) *attention; salute.*

From here the drill may be "according to discretion," but if the pupils are very young—too little rather than too much. Marching in double file down the center, then separating, makes a pretty change; also *reversing*, one half crossing the stage from left to right in front, while the rest cross from right to left in rear.

During the *zouaves* march *band* plays "John Brown's Body"—but is quiet during drill.

After *zouaves* march away, *band* follows, and girls march in in reverse order from that of *zouaves*; sing "Brave Boys."

(Words and music may be had of Oliver Ditson Co., Boston; 867 Broadway, New York.)

Where girls are not obtainable, school may sing.

Verses for Tots.

By SUSIE M. BEST.

First Division.—The Pine.

We are five little tots that march in line,
And we each of us bear a branch of pine.
And why do we do it? Don't you know?
'Tis because we love the pine-tree so!

Second Division.—The Oak.

We are five little tots that greet your sight,
And we each one carry a banner bright.
Look at it and you'll plainly see
The name of a brave old forest tree!

Third Division.—The Elm.

We are five little tots that form a ring,
And as we circle around, we sing,
"Oh, look, on our foreheads bright and fair
A crown with the name of the 'elm' we wear!"

Fourth Division.—The Palm.

We are five little tots that "make believe"
Our name is the name that's on our sleeve;
If you barely glance you'll be sure to read
The name of the "palm," for it's plain indeed!

Fifth Division.—Various Trees.

We are five little tots that want to say
In summer time we are glad to play
Under the shade of the spreading trees.
For it's there we get the coolest breeze.

All.—We are all little tots, too small to know
The names of all of the trees that grow,
But we're sure of this—their presence here
Makes our old gray world a pleasant sphere.

How Johnny Stopped Crying.

(Selected.)

(The actors in the following little play should be fearless. All should speak and act excitedly and as noisily as possible.)

CHARACTERS:—Johnny, Fred, Nellie, Sophia, Mother.

SCENE.—Johnny and Nellie building a house of blocks on a chair. Johnny, while trying to reach a block, stumbles over a chair and bumps his nose; begins to cry making a great noise.

Nellie.—Don't cry, Johnny.

Johnny.—(Still crying and rubbing his eyes.) How—can—I—help—it,—when—I—have—fallen—down—and—bumped—my—nose? (Cries very loud.)

Nellie.—Then there is nothing for me to do but to beat the arm-chair till Johnny stops crying. (Takes a stick and beats the chair. Enter Fred.)

Fred.—O, Nellie, why are you beating the chair?

Nellie.—How can I help it when Johnny has fallen down and bumped his nose, and is crying with all his might? I must beat the chair till Johnny stops crying. (Keeps on beating. Johnny cries all the time.)

Fred.—Then there is nothing for me to do but to blow my tin trumpet. (Takes a tin trumpet from his pocket struts about and blows with all his might. Enter Sophia, in a hurry.)

Sophia.—O, Fred, why are you blowing so hard on your tin trumpet?

Fred.—How can I help it? Johnny has fallen down and bumped his nose, and is crying with all his might, and Nellie is beating the arm-chair? I must blow the trumpet till Johnny stops crying. (Begins to blow.)

Sophia.—Then there is nothing for me to do but to ring the dinner bell. (Seizes the bell and rings as loud as she can. Enter the mother.)

Mother.—O, Sophia, why are you ringing the dinner bell so hard?

Sophia.—How can I help it, when Johnny has fallen down and bumped his nose, and is crying with all his might, and Nellie is beating the arm-chair and Fred is blowing his tin trumpet? I must ring the bell till Johnny stops crying.

Mother.—(Laughs.) Then there is nothing for me to do but to look for the switch that hangs behind the pantry door. (Starts out of the room in a hurry. Johnny stops crying, jumps up and runs after her. Rest of the children follow.)

What Doll Has, and What She Hasn't.

She has a cab to ride in,
A carriage robe, a coat,
A crimson dress with long, long trail,
And lace about the throat.

She wears a broad sash-ribbon,
Has shoes on her little feet;
And with sacque and shawl and parasol
Her outfit is complete.

At home she has china dishes,
Painted, gilded, and small;
A kitchen stove with kettles and pans,
Pipe and oven and all.

And she has a bed and a cradle,
And a hammock for a swing;
Indeed, this very favored doll
Has almost everything.

Yes, everything that a dolly
Could need, as I have said;
She lacks one little trifle, though,—
She hasn't any head. —Our Little Ones.

"The Flag of Freedom here unfurled
Is hailed by millions from afar—
The Conquering Standard of the World,
Sublime alike in "peace and war."

"It proudly floats on every sea;
Is honored now on every shore;
It whispers to the oppressed, Be free,
And kindles hopes unknown before."

Editorial Notes.

Last month we gave a picture of the past effort and present condition of THE SCHOOL JOURNAL. We want the substantial progress we have made in helping the teachers of this country to better lines and more satisfactory results in their work to continue. To this end we ask the honest criticism of our readers. We know that different friends will answer from their different standpoints, but let us have the comments, nevertheless. In what are we failing? In what are we succeeding? Which part of the paper do you like the best? Which part do you think will bear the greatest improvement, and what is your suggestion for such improvement? Write us what is in your mind with regard to THE JOURNAL. We shall gratefully appreciate every bit of good wholesome criticism received.

We print this week a valuable article on "Fear as a School Incentive," by Dr. E. E. White, from whom came the suggestion some time ago that a series on School Incentives as related to Ethics should find a place in our paper. We have begun such a series. "School Incentives, II," appears in this number. We intend to offer under this head all the methods and devices that come to us for inciting the best endeavor of pupils by supplying them with the most direct and the highest motives for good work. We wish to help our teachers to abolish the baneful "marking system," wherever it still exists.

THE PRIMARY SCHOOL JOURNAL contains eight extra pages. It is intended that this monthly number shall be filled with the most valuable suggestions for primary teachers in all departments of their work, in the form of lesson plans, brief reports of lessons, carefully planned series of lessons, devices, hints for the collection and use of class-room material and for school management, etc. They will be finely illustrated, every cut being of direct use to the teacher.

Besides this collection of valuable material there will be, in the other departments, ideas and suggestions that cannot fail especially to interest primary teachers.

"The Parents' Association of America" is the name of a promising new society. Its aims are coöperation and consultation of parents to secure mutual sympathy, inspiration, and assistance in the study of principles and methods of education, with a final view to the improvement of home education, the creation of a more intelligent public opinion on school questions and the harmonizing of home and school methods in education. The most vital need of our times is here touched. Other great questions are receiving the intelligent attention of the people in similar associations. Economics is one of the subjects thus studied by men and women in a national association. The pedagogical awakening among teachers that has marked the last decade or two is beginning to find its counterpart in the awakening of citizens and parents to their responsibilities and to the value of organization as a promoter of intelligent method. The stirring teachers have been back of it all. The school-keepers will have to follow somewhere in the wake or be dropped from their undesired places. When parents combine to put harmony between the home and the school, the day of lesson-hearing may be said to be pretty well on the wane. When parents inform themselves as to what education should be and where it is going on and where it is not, it will become vain to denounce a good school or to defend a bad one. Dr. George W. Winterburn seems to be the chief organizer of this league of parents.

EDUCATIONAL FOUNDATIONS for April is brimful of valuable material for advancement in professional and general knowledge. The articles on *The Value of the "Emile" of Rousseau*, and *Mulcaster and his "Elementarie"* will be of special interest to the student of the history of education. Another valuable feature is the translation of *The Five Formal Steps of Instruction* from "Theory and Practice of Public School Instruction, according to the principles of Herbart." The following is the list of contents:

Professional.—History of Education.—The Value of the "Emile."—Historic-Critical Sketch—Mulcaster and his "Elementarie."

Principles.—Assimilation of Impressions.—The Psychological Processes.

Methods.—The Five Formal Steps of Instruction.—General Outline.

Educational Crises.—School Desks and Seats.

Informational.—Questions used in the uniform examinations held in all the counties of the state of New York, March 7 and 8, 1893. First, Second, and Third Grades. Answers to above.

As will be seen from this outline, here is material of great value to the student of education, yet is not too advanced for use in institute work. We invite correspondence from all county superintendents and institute conductors who wish to place this rich feast before their teachers.



The English Minister of Education.

Mr. Arthur Herbert Dyke Acland, appointed by Mr. Gladstone to his cabinet as vice-president of the committee of council on education, is the son of Sir Henry Acland, a college friend of Mr. Gladstone, and comes of an old Devonshire Liberal family. Mr. Acland was born about 1850 and is the first real educationist placed in his present responsible position. He studied at Oxford; was at one time a clergyman of the Church of England, and ultimately chose an educational career, returning to Oxford university in 1879 as a tutor and remaining till 1885. In that year he entered Parliament as the Liberal member for the Rotherham division of Yorkshire, which constituency he has continued to represent down to the present time.

Mr. Acland soon made his mark in the House of Commons, especially on educational topics, and in the last Parliament (1886-1892) was generally known as the "Member for Education," making technical and secondary education his own peculiar care. He is also warmly interested in all working class questions and has shared actively in those social movements which have taken their rise in Oxford, and with whom the name of his friend, the late Arnold Toynbee, is so closely identified.

Since his appointment to the education department, in August last, he has performed an immense amount of work and is revolutionizing the educational policy of the country. The free education act under his directions is rapidly becoming so in deed as well as name; every workingman in the kingdom who desires free education for his children has been invited to write to him and he has promised to see that they get freedom from school fees. He has instituted an inquiry into the condition of all the school premises throughout the country, and means to make short work with all faulty, ill-constructed or unsanitary schools.

He is about to introduce a bill raising the age at which children can partially leave school from 10 to 11. Then he has taken the organization of secondary education in hand, having appointed a strong committee from the offices concerned to frame the basis for a bill on the subject; should Mr. Acland remain in power for any length of time he will undoubtedly bring a higher class of education, cheap and thorough, within the reach of every household in the land. He has also pledged himself to extend the system of evening or continuation schools, being really in favor of a compulsory attendance for two years, at an evening school, of every child leaving a day school, but must wait until universal school boards have been established before initiating legislation in this direction. In truth this is the crux of the whole position from his point of view. All his efforts are being directed to the substitution of school boards for voluntary management. He is an out and out believer in the desirableness of universal school boards.

Needless to say that his time at the education department is fully occupied. Deputation after deputation has to be received; cabinet councils and the House of Commons attended, and every departmental question of importance personally considered and decided. Early and late sees him hard at work in his official room at Whitehall. It is a great change for the permanent officials who have been accustomed to pliant parliamentary chiefs, always ready to put their "I agree" to any minute placed before them. He has, in fact, electrified the establishment from top to bottom, and publicly expresses himself as a fierce opponent of "red tape." The minister of education, like his colleagues in other offices, knows that the life of the present Gladstone administration is very uncertain; hence his great haste. He means to commit the education department to a line of policy which his successor, be he Conservative or Liberal, will be bound to follow.

OUR TIMES for April will contain a sketch of Prince Ferdinand and facts concerning the country over which he rules, Bulgaria. In this series of the "Rulers of the World" there have already been given portraits and sketches of nearly all the prominent rulers of Europe, besides many in other parts of the world. Another feature of great interest in this number will be portraits and sketches of Mr. Cleveland's cabinet. The news will contain, as usual, a concise presentation of the important happenings of the month in this country and elsewhere, while the geographical and scientific notes will embrace choice paragraphs for reading and study in the school-room. In addition there will be several pages of dialogues and recitations, including an exercise for the celebration of Arbor day. OUR TIMES is intended as a paper for those who want the news but who do not care (as in the ordinary newspaper) to wade through columns of sensational chaff for a little wheat; this gives it its great value as a school paper.

President Cleveland nobly says:

"Our relations with the Indians located within our borders impose upon us responsibilities we cannot escape. Humanity and consistency require us to treat them with forbearance, and in our dealings with them to honestly and considerately regard their rights and interests. Every effort should be made to lead them, through the paths of civilization and education, to self-supporting and independent citizenship. In the meantime, as the nation's wards, they should be promptly defended against the cupidity of designing men and shielded from every influence or temptation that retards their advancement."

This means that the policy of education already planned out is to be followed.

At a recent conference of a subsection of the Department of Pedagogy in the Brooklyn Institute, conducted by Miss E. E. Kenyon, of THE SCHOOL JOURNAL, the subject "Beginning Reading" was discussed. The speaker pointed out by means of a blackboard scheme of education that reading connects itself with all other lines and means of culture and claimed that whatever is in reading is rudimentally in first reading. She mentioned Dr. Hall's Monograph, "How to Teach Reading," as the best condensed history of method in this subject and "An experiment in Education" in The Popular Science Monthly for January and February, 1892, as supplementing Dr. Hall's treatment by bringing the subject down to date. She dwelt considerably upon the later developments of natural method in teaching children to read, and referred incidentally to "the other side of reading," "the mechanics," which, she said, includes phonetics, rules for pronunciation, and all word drills, and should be completed in two years with a much less daily expenditure of time than is now devoted to it.

The discussion ran chiefly on the mechanics of reading, local interest being centered just now in Asst. Supt. Ward's new and brilliantly successful scheme of phonetics. Mr. Merwin, director of the Section on Methods and one of Brooklyn's oldest and

most honored principals, spoke enthusiastically of the results achieved by this new scheme.

It is not generally known that one-half of the tin of the world is mined in the Malay peninsula. The world uses about 58,000 tons; of this 36,000 tons comes from the Straits, 12,000 from Netherlands and India, and 10,000 from England and the rest of the world.

The high school girls of Oakland, Cal., refuse to read from an unexpurgated Shakespeare in mixed classes. That is right. Even some of our greatest actors leave out in Shakespearian plays those passages that are, to say the least, displeasing to the sense of propriety of our age. An unexpurgated Shakespeare is not a fit book to place in the hands of pupils of either sex.

Principal Sweeney, of the Jersey City high school, has organized a class of over thirty pupils to take up typewriting. The students practice during the study periods, and receive instructions after school hours. Rapid progress is being made, and the class displays great interest in the new work.

The kindergarten is now part of the public school system of Colorado, subject to adoption in the various school districts as fast as it is considered advisable by the directors. It has already been introduced in the school systems of a number of cities in the state, and it is expected that all the more populous towns will open public kindergartens by the beginning of the next school year.

Supt. Maxwell recently gave an informal talk before the members of the Brooklyn Institute on the best methods of teaching language in the schools. Concerning the study of grammar he said:

"Let the children be taught to look first for the subject and predicate of the particular sentence they are studying. When they have got the idea conveyed by the subject and that conveyed by the predicate, the meaning of the sentence will have become clear in their minds. It is very foolish to waste much time in the minutiae of analyzing. In many schools a senseless routine of parsing each word in a sentence with great particularness and care is gone through every day. A year's work—probably the sixth year of a child's stay in school—ought to be sufficient to give young pupils an adequate knowledge of grammar."

He pointed out that two-thirds of the five distinctions made in grammars between subjective and potential cases and the like were useless, and simply did not exist in English. Grammarians had made a mistake in drawing so many fine hair-lines, anyway, in introducing the complexity of Greek and Latin into our very simple forms and constructions. No "potential cases" exist in English, nor, for that matter, in any language. The speaker excluded it from the grammar he had written, and should continue to do so, even though he never sold another book.

Dr. Maxwell concluded by advising the teachers to get their pupils to grasp ideas, and not memorize forms.

The Principals' club, of Allegheny, Pa., has prepared an address to the members of the Pennsylvania state legislature in which

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the passage of the Farr compulsory education bill is unanimously and urgently recommended. The paper states that there are in the city of Allegheny hundreds of children who are not attending any school. Some of them are employed in shops and factories and either have never attended school or have been withdrawn by their parents as soon as they were able to earn a few cents; while the great majority are idling away their best years on the street and are there rapidly acquiring an education which "in the end will cost the state more than it would to give each of them a university education."

The Saratoga board of education has resolved to discontinue the teaching of French and German in the high school, and to substitute typewriting and stenography. The discussion that led to this change was quite interesting. One member proposed to drop Latin and Greek instead of the modern languages; another insisted that the former were useful to an understanding of English, while the mongrel French and German which no Frenchman or German can understand should not be tolerated. The latter's argument which culminated in the point, "One country, one common language" prevailed.

Dr. E. R. Humphreys, a well known figure in educational circles in Boston and Cambridge, died March 20. He stood high in the estimation of educational men on both continents, and enjoyed a wide acquaintance. Hon. William E. Gladstone was one of his warm personal friends.

Dr. Humphreys was born in England March, 1, 1820, and graduated from the University of Cambridge, where, among other things, he studied medicine. In 1844, when only 24 years old, he was made director of education of Prince Edward Island, which he gave up to take the position of head master in the classics in Merchiston Castle academy, near Edinburgh, in 1848. His conspicuous learning secured his election as fellow of the Educational institute of Scotland in 1849, and the following year won for him the degree of L.L. D. from King's university and King's college in Aberdeen. From 1852 until 1859 he held the place of head master of ancient languages in the grammar school of Cheltenham, and during his incumbency here he was made president of the College of Preceptors in London, which he resigned with his other position to come to America.

He settled in Boston over 30 years ago. His chief work there was the preparation of young men for college, and in the long period of his educational career he had as scholars many boys who are to-day prominent in educational and professional work.

As a linguist he was among the foremost of the two cities, his ability in this respect being recognized and highly esteemed by the professors of Harvard college.

He is the author of various works, among them a book on Hebrew literature, "Essays on the Education of Military Officers," "The Higher Education of Europe and America," and "America, Past, Present and Prospective," and a manual of political economy.

The Chicago school board has decided to do away with clay modeling. The proposition to abolish the study of German was referred to a special committee. Most likely a compromise will be made, discontinuing the German classes in the primary school and making the study optional in the grammar and high schools. The abolition of physical culture, sewing, drawing, and singing from the public school course, will be considered at a future meeting.

New York City.

J. G. McNary, principal of No. 1 grammar school, is dead.

The trustees of the Normal college have decided that one of the professors should be recognized as the *woman superintendent*. The suggestion to change the name to "lady superintendent" was immediately voted down. This is a step in the right direction and should be followed up by discouraging the use of "lady" teacher. Some day the dignity of the name of *woman* will be universally recognized and we will hear no more of "salesladies"; "scrubbladies," "lady undertakers," and "washladies."

When Mr. Sanger was elected president of the board of education he appointed a new committee on school system.

It appears that in creating this new committee the design was that it should have a general supervision over the schools, school institutions, and school management, and that it should, for the purpose of getting information and new ideas, put itself in correspondence with persons connected with other school systems.

Acting within the scope of its powers, the committee has submitted a series of questions to Supt. Jasper asking for information concerning the following subjects:

1. The system of marking teachers.
2. The system of examination and supervision of schools and teachers by the superintendent and the assistant superintendents.
3. The grading of teachers as regards promotion.
4. The improvement of the primary school system, in view of the fact that the primary system is the foundation of the public school system and that the majority of the pupils leave the schools before they are twelve years old and many before they reach the grammar schools.
5. The necessary improvement of the grammar school system.
6. The necessity of establishing high school classes for the benefit of pupils who do not desire to go through a collegiate course.
7. Changes necessary to improve the system as regards the relations that should exist between the Normal college and the College of the City of New York.
8. Such other recommendations as the superintendent considers it advisable to make.

The committee has also asked the assistant superintendents to report upon the condition of school-houses, as well as the progress of the pupils. These reports will be printed at short intervals, and copies will be placed in the hands of each commissioner.

Supt. Thomas M. Balliet, of Springfield, Mass., has been invited by the committee to make an investigation of the public schools of the city, and to point out the defects that he finds and make suggestions concerning the improvement of the school system. He is expected here this week.

March 2 was the birthday of No. 90 school. A history of the school has been prepared by a committee of pupils and teachers (H. G. Schneider, pres.) to celebrate the event. This has been printed in book form. It contains lists of all the pupils and graduates, brief biographies of the teachers, and an account of all notable events in the history of the school. The profit derived from the sale of the booklet is to be added to the library fund of the school.



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READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

Correspondence.

A Cure for "Anti-Fadism."

Last program day I tried something new in place of the usual "speaking." Invitations were sent to the patrons requesting their presence at a "Review of Work" from 2 to 3:30 p. m. Short exercises were given in reading, spelling, and numbers. For seat work, the chart class made chairs of soaked pease and tooth-picks. The others wrote reading lessons and number work, to give an example of penmanship.

As it was the day before Christmas, I had a small tree trimmed with popcorn, paper chains and cards, for the little folks, and a basket of apples for the visitors.

MINNIE TALCOTT.

It would be well if in all schools and all classes it were understood that the parents were welcome to drop in whenever they liked and remain as quiet witnesses of the regular school exercises. The teacher's attention should not be diverted from recitations by these visitors. A monitor should receive and quietly seat them and offer such further courtesies as the day and hour suggest, as the taking of an umbrella, the passing of a fan or a book, etc. No better cure for that rampant disease of the newspaper and the old fogey teacher, "anti-fadism" could be devised than this. Parents who see their children taught the three R's more happily and more effectively through nature study and manual training than by the old, dry mechanical methods will very promptly decide for the New Education. It is to be hoped that progressive teachers will very generally take this hint.

A special invitation to the mother of some striving child or prize laggard would act with better effect than ever attended the prize and marking systems. Instead of reporting, ask the parents to come and see how their children are doing at school.

THE SCHOOL JOURNAL is published weekly at \$2.50 a year. To meet the wishes of a large majority of its subscribers it is sent regularly until definitely ordered to be discontinued, and all arrears are paid in full, but is always discontinued on expiration if desired. A monthly edition, *THE PRIMARY SCHOOL JOURNAL* for Primary Teachers is \$1.00 a year. *THE TEACHERS' INSTITUTE* is published monthly, for those who do not care for a weekly, at \$1.25 a year. *EDUCATIONAL FOUNDATIONS* is a monthly series of books on the Science and Art of Teaching, for those who are studying to be professional teachers, at \$1.00 a year. *OUR TIMES* is a carefully edited paper of Current Events, and Dialogues and Recitations, at 50 cents a year. Attractive club rates on application. Please send remittances by draft on N. Y., Postal or Express order, or registered letter to the publishers, E. L. KELLOGG & Co., Educational Building, 61 East 9th St., New York.

Science and Industry.

THE CROWNING ACHIEVEMENTS OF THE TELEPHONE.—Two exhibitions of recent achievement in the line of telephony have recently taken place in New York. The first one signalized the opening of the telephone line from New York to Chicago. The next one was a public exhibition of the capacity of that line given by the transmission of music over the thousand miles intervening between New York and the City of the Lakes. The music was so perfectly reproduced as to be heard by members of a large audience. On February 7, of the present year, was witnessed the opening of the telephone line from Boston to Chicago. Telephoning is successfully carried on over 1,250 miles of wire, owing to a somewhat circuitous route followed by the line. A step beyond Chicago and the banks of the Missouri will be reached, and we may yet see Omaha and San Francisco connected by a line which will form the final link in a chain bringing San Francisco and New York within speaking range of each other.

THE CHOLERA "WATER THEORY."—An investigation of the course of cholera in Russia shows that the "pollution of the drinking-water was in almost every case the channel by which the disease was spread." The cholera was shown to have followed the lines of human travel, and to have spread along the course of the rivers, affecting the systems of the Volga, the Don, the Dnieper, etc.

WHAT IS ELECTRICITY?—As far as understood now, electricity is simply motion of the molecules of the different substances which are the subjects of electrical action, just as heat, light, and sound are, and the only difference between these forces is the rate of the motion. The motion of sound, as we all know, is comparatively slow; that of heat and light are very rapid. That of electricity would appear to be somewhat between the slow motion of sound and the rapid motion of those heat-waves whose motion is slowest.

LIQUID OXYGEN AND NITROGEN.—Prof. Dewar has succeeded in producing, by means of vacuum and pressure, an almost inconceivable degree of cold. Measured by the Fahrenheit thermometer it is 360° below freezing, or 210° centigrade below zero. Oxy-

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We have recently purchased on very favorable terms from the United States Book Company, which is now in the hands of a Receiver, its entire stock of "KEYSTONE" and "RUGBY" lines of standard works, consisting of upwards of 100,000 volumes.

These Series are everywhere recognized as embracing two of the best lines of works known to the book-trade, and as affording a collection which is absolutely faultless for Library purposes, affording as they do a very choice selection of the best standard literature suitable alike for juvenile and adult reading.

In order to offer some encouragement to the present popular Library movement, we beg to submit a proposition of a very unusual and attractive character, such as will enable School Trustees and interested friends to add materially to a local school library, where such already exists, or to secure support in founding one under very advantageous circumstances.

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In the case of very small or sparsely settled districts we shall be willing to furnish one-half the number (100 volumes) for \$50.00, and to give a corresponding donation.

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gen can be liquefied at -183° centigrade and nitrogen at -192° . The effects of intense cold are marvelous. Liquid oxygen has strange magnetic and light-absorbing qualities. It is so transparent to heat that, notwithstanding its intense cold, it acts as a lens. You may focus heat through it from one side and burn paper on the other. That, says Prof. Dewar, is what happens with the sun's rays on the earth, which are focused through infinite space. The vacuums produced by Prof. Dewar's apparatus are so nearly perfect that they contain gas of only one-millionth the density of common air. The temperature of infinite space, which is a perfect vacuum, the professor says, is -274° centigrade. He hopes to reach a temperature of -240° , when hydrogen will liquefy. Prof. Dewar produced liquefied ozone by acting on vapor given off from liquid oxygen by electricity. Its splendid dark blue color is almost as dark as indigo. The queer thing about liquid ozone is that when it goes back into gas again it explodes. It is stronger than dynamite as an explosive and this is simply because ozone goes back into the molecular form of oxygen so fast.

FALCONS AS LETTER-CARRIERS.—A Russian lieutenant, has succeeded in training falcons for carrying dispatches. They have many advantages over pigeons; they can carry more, fly faster, and are exposed to fewer dangers. A falcon traveled from the Canaries to the Duc de Lermes in Spain, returning from Andalusia to Teneriffe, a distance of 750 miles, in sixteen hours.

STEAM, ELECTRIC, AND CABLE STREET RAILWAYS.—There were 11,665 miles of street railways in operation in this country at the close of last year, comprising 5,939 miles of electric roads, 4,460 miles of horse roads, 646 miles cable, and 620 miles steam. The mileage of electric roads increased 1,878 miles during the year, while there was a decrease of 846 in the number of miles operated by horse power, and also a decrease of 23 miles in steam car lines. Fifty-two miles of new cable road were built during the year. These figures show how largely electricity is superseding other power for street car traction on lines already built, as well as the great actual growth of new electric roads. The number of street cars in use in the United States is stated to be 38,400, which is almost 15,000 in excess of the number of passenger cars in use on the regular steam railroads.

New Books.

Of all the studies pursued in school none are more satisfactory or profitable if taken up in the right way than that of language. A book on this subject must not be too easy so that pupils will despise the subject, it must not concern itself with useless detail, and it must be so arranged as to get the pupil interested. James Gow, Litt. D., aims to do this in *A Method of English for Secondary Schools*. It contains all the grammar that is of any importance, and it contains many other things too. It is intended for children who already speak and write English fairly well and who are beginning to learn another language. The aim in this book has been to make English respected by showing how difficult a language it is, and to teach, through English, grammatical principles which will serve for any language. (Macmillan & Co., London and New York. 60 cents.)

One of the latest books in Heath's Modern Language series is the story of the escape of the Duc de Beaufort from the Châteaude Vincennes, taken from *Vingt Ans Après*, by Alexander Dumas. A few omissions have been made in the text, but they are unimportant. The volume was prepared and notes furnished by D. B. Kitchen, M. A. (D. C. Heath & Co., Boston.)

A pamphlet has been sent out from the office of the department of public instruction, under the direction of Supt. J. F. Crooker, giving much valuable information in regard to Arbor day. Directions are also given concerning the planting of trees, forests and forestry, preserving herbarium specimens of trees, the maples, a list of state trees, etc. (Argus Company, printers, Albany.)

It is a great thing to be an American citizen, yet how few there are who can explain clearly the rights and privileges of citizenship. A little pamphlet entitled *Citizenship* contains, among other things, an account of the experience of a young man who started out to learn all he could about public officials, their duties, elections, etc. There are chapters on citizenship, and citizenship and the schools. The book was prepared by Charles A. Brinley. The manner in which the matter is presented will render the book a valuable aid in teaching civil government. (Porter & Coates, Philadelphia.)

Vacancies for September

At this date we have 300 vacancies for the school year beginning September, 1893.

The following are some of the places already on our books for September. In writing us please refer to the position by number:

- | | |
|---|--|
| 1 Teacher in Wood-Work. State-School. | 143 Principalship, N. Y. \$1,500. |
| 2 Town Principalship, N. J. \$500. | 144 Grammar Teacher, Mo. |
| 3 History in Western College. \$1,500. | 153 Professorship. Psychology. \$2,500. |
| 4 Superintendent, Minn. \$1,200. | 156 Music, Public School, South. \$500. |
| 9 High School Principalship, Mich. \$1,000-\$1,200. | 157 Superintendency in Illinois. \$1,500. |
| 11 Ward Principal, Ill. \$1,000. | 163 Principalship, Academy, N. Y. \$1,200. |
| 12 Music Teacher, N. Y. | 165 Superintendent, Dak. \$1,100. |
| 18 Lady Assistant, Academy, Ill. | 170 Superintendency, Middle States. \$2,000. |
| 19 Kindergarten Training Teacher, East. | 171 Superintendent, Indiana. \$1,000. |
| 20 Principalship of Academy in Illinois. \$1,000. | 172 Music and Art. Salary not stated. |
| 31 Music, Public School, Ohio. | 173 Town Principal, Dakota. \$600. |
| 32 Latin, Southern College. | 174 Biology, College, East. \$1,500. |
| 35 Superintendent, S. C. \$1,250. | 245 Political Economy. \$2,000. College. |
| 44 High School Principal, Grammar Teacher and Primary, Cal. | 246 Latin. College. \$1,400. |
| 45 Superintendency, Iowa. \$1,200. | 247 Superintendent, Mich. \$1,000. |
| 46 Full Faculty for Normal School. | 258 Chemistry, Presbyterian College. |
| 57 High School Principalship, Ky. \$1,000. | 259 Primary Teacher, Neb. \$50. |
| 58 Grammar Teacher, Suburb, Chicago. | 260 Town Principalship, Mich. \$600. |
| 61 Principal, Grammar and Primary Teacher, Ky. | 261 High School Principal, Ind. \$1,000. |
| 62 High School Principal, Ohio. \$75. | 262 Music, Private School, Va. |
| 71 Academy of Principalship, Tenn. \$1,500. | 263 Town Principal, Iowa. \$700. |
| 72 High School Principal for Minn. Lady or man. | 264 State Normal Principalship. \$2,500-\$3,000. |
| 73 Manual Training. State University. | 265 Literature. Baptist College. \$1,800. |
| 82 Grammar Teacher, Mont. \$700. | 266 Grammar Teacher, N. Y. |
| 85 High School Assistant in Iowa. \$60. | 267 Mathematics, College South. Baptist. \$1,200. |
| 86 High School Assistant, Ill. \$60. | 268 Kindergarten Teacher, N. Mexico. |
| 87 Elocution. \$1,000. Lady or man. | 269 Superintendency, Ill. \$1,100. |
| 98 German and French. College. West. | 270 Biology. \$1,000-\$1,200. |
| 99 Ward Principal, Ohio. | 271 Physical Culture, College. |
| 113 Principal and Primary Teacher, one town, Iowa. | 272 Superintendency, Ind. \$1,500. |
| 133 Intermediate Teacher, Minn. | 283 High School Principal, Grammar Teacher, Ward. |
| 142 President Academy, Texas. | 298 Mathematics, Drawing and Military Drill, Far West. |

We shall be pleased to correspond with you now that we may become fully acquainted with you while it is early. If you are worthy of promotion and can show a good record, we believe we can be of great assistance to you.

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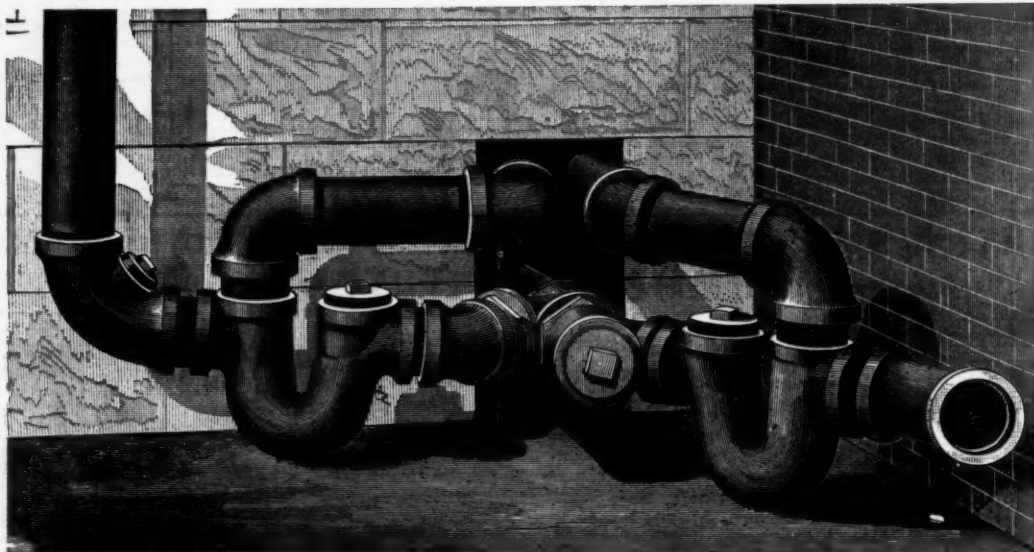


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"A donation of 100 books, provided you raise enough money to buy 200," is an argument which will encourage many despairing school principals to renewed effort to secure the long coveted library for their pupils, while at the same time furnishing them with a plea which will tend to loosen the purse strings of their most parsimonious neighbors. The remarkable proposition made by Tait, Sons & Company in another column is very opportune at the present time, and is well worthy of the attention of all interested in supplying public schools with libraries of high class standard works of excellent quality at phenomenally low rates. The offer is to sell 200 selected titles for considerably less than three-fourths of the ordinary price of the same books, and, in addition, to donate 100 volumes to each of the schools purchasing the same, thus bringing the cost of the entire 300 volumes down to \$100. This practically brings the acceptance of the proposition within the power of almost any body of school trustees, but, in order to meet the wants of even the smallest district, the publishers are willing to furnish one-half the number for \$50, and to give a corresponding donation.

It is impossible to over-rate the importance of a library of well chosen books to a community ; and more especially to a country community. There is no other educational influence which costs so little and is so wide-spreading and permanent in its results. It supplements both the efforts of the teacher and the preacher. It encourages and rewards the scholar ; it widens the horizon of his daily life, and relieves its monotony, while affording endless compensations for its harassments, and in this way endearing his own home to him. While it is an altogether creditable act for a prominent and wealthy citizen to bequeath a public library to his native place such bequests are few as well as limited in the sphere of their influence, and any proposition emanating from a respectable business house which suggests to a vast number of communities, a means whereby they may help themselves by effort or influence to secure a library of desirable books at a minimum cost is surely as worthy of praise in its way as the isolated act and posthumous enrichment of his native town by a prominent citizen, by means of a legacy for the purpose of founding a public library.

Visitors to the World's fair should not leave all their arrangements for accommodations during their stay in Chicago until the last minute, and then have to put up with so many inconveniences that their pleasure will be sadly marred. There will certainly be a great crowd, which will test the city's regular and extra hotel and boarding house facilities to the utmost. The World's Fair Temperance Encampment association has 600 double or fly roof, board floor, 10x14 tents made of the very best material, warranted not to leak, to rent to World's fair visitors. These tents are located in a beautiful grove, on light, sandy soil, surrounded by a high, tight board fence, within walking distance of the World's fair grounds. It is located in the prohibition district, hence no saloons and no rowdiness will be near; it will be free from the noise, dirt, and smoke of the city, and will be absolutely safe from the danger of fire. It will enable a whole family to attend the fair for about what it would cost one person at a hotel or boarding-house.

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MISS FLORENCE E. BEHLER,
No. 37 Alma St., Allegheny Penna. writes: Derma-Royale works like a charm. My face was covered with freckles and in less than two weeks' time they are all gone. My complexion is now clear and white as a child's. Everyone can see what Derma-Royale did for me.

Mrs. Ella M. Murray, Newton, N. G. writes: I have used our hotel and have found a great change. I had seen the doctors here called Skin Leprosy—large brown spots, causing no pain or trouble, except the looks. Now they have entirely gone and I can recommend Derma-Royale highly. Please send me your terms to agents.

May Von Home, No. 607 Dayton Street, Newport, Ky. writes: For nearly five years I was afflicted with eczema. My face was a mass of sores and scabs and the itching was terrible. I found nothing that could help me until I used Derma-Royale. My face is now clear and healthy and my skin is smooth and clear. I call myself cured, and consider Derma-Royale the greatest remedy in the world.

Miss Lillie Hanna, No. 23 Brainard Block, Cleveland, Ohio, writes: Your Derma-Royale cured my blackheads in two nights.

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Literary Notes.

—A new edition of Bayard Taylor's *History of Germany*, which has been revised and brought down to date by Mrs. Taylor, will be issued soon by D. Appleton & Co.

—The lady who writes under the name of Julien Gordon has in the press of the Cassell Publication Company a new story with the title *His Letters*.

—Little, Brown & Co. have just sent out *The Caxtons* in two volumes, as the first installment of their new edition of the novels and romances of the elder Lord Lytton.

—Ginn & Co., have in press *Die Erhebung Europas Gegen Napoleon I.*, by Heinrich v. Sybel, with introductory notes by A. B. Nichols, instructor in German at Harvard university.

—*Through Colonial Doorways*, by Anne Hollingsworth Wharton, is the title of a very charming work to be issued shortly from the Lippincott Press.

—S. C. Griggs & Co. announce for early publication a work by Elizabeth A. Reed, author of *Hindu Literature*, etc., entitled *Persian Literature, Ancient and Modern*. Mrs. Reed has just been honored by election to the "International Congress of Orientalists," and also enjoys the distinction of being the only American woman in the full membership of the Philosophical Society of Great Britain.

—Houghton, Mifflin and Company, of Boston, New York, and Chicago, announce the publication of *The Riverside Primer and Reader*. Although this book is intended for use in primary schools, it is of special interest to the general public in that it claims to be the only reading-book that a child will need as a preparation for the reading of good literature.

Magazines.

—The leading feature of the April *St. Nicholas*, The Century Co.'s magazine for boys and girls, will be an article on New York, by the poet-critic Edmund Clarence Stedman, splendidly illustrated with views of the principal streets and buildings of the great metropolis. This is the third paper in the *St. Nicholas* series of "Leading Cities of the United States." Boston and Philadelphia have already been treated by Colonel Thomas Wentworth Higginson, and Talcott Williams of the Philadelphia Press. Papers on Chicago, Baltimore, New Orleans, Washington, St. Louis, Brooklyn, and San Francisco, and other cities are to follow.

—J. L. and J. B. Gilder, the editors of *The Critic*, have acquired the controlling interest in that paper hitherto held by Charles E. Merrill. Joseph B. Gilder succeeds Mr. Merrill in the presidency of The Critic Co. Miss Gilder and her brother founded *The Critic* in January, 1881, and have always been its editors. Since the beginning of the present year the paper has appeared in a new dress of type, and illustrations have been introduced to brighten up its pages. Literature will continue to hold the first place in its columns, but every effort will be made to render the paper more attractive to the general reader. Mr. Oswald Weber, Jr., who has had charge of the advertising department of the paper for a number of years, retains his old position.

The April number of *Scribner* will contain some unpublished letters from Carlyle to Edward Irving and a friend named David Hope, a former Glasgow merchant.

—*The Quiver* for April is a most readable number. It opens lightly, with a story "The Wisdom of Alice," by Edith Lister, author of "On Stronger Wings." More in the line of Sunday reading perhaps is "The Stone Rolled away," by the Rev. W. Pakenham Walsh. "The Persistence of the Divine Gifts and the Divine Call" of the Rev. John Brown, D. D., is followed by a story called "Dr. Crane's Fall," by Mary Hampden. "New Lights on the Sacred Story" will interest all who love to read "the story of the stories."

—While writing with all the scientific knowledge of a great astronomer, Camille Flammarion in his marvelous story "Omega: The End of the World," which begins in the April number of *The Cosmopolitan* magazine, keeps the reader at the highest point of excitement by his vivid description of the alarm and despair excited by the approach of a comet whose collision with the earth had been declared by astronomers inevitable.

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